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ABSTRACT

Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 for the advancement and diffusion of knowledge and understanding. It is primarily interested in education and in certain aspects of governmental affairs. Grants for specific programs are made to colleges and universities, professional associations, and other educational organizations. The annual report presents the president's report, a list of grants and resulting publications, the reports of the secretary and treasurer, and the addresses of grant recipients. (MSE)

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Annual Report

1977

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Annual Report
for the fiscal year ended September 30
1977

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The report of the president

Black progress: Achievement, failure, and an uncertain future

The measurement of social change in its many aspects is an imprecise art, especially in the realm of attitudes and beliefs. Nevertheless, it is important at this time to try to assess the progress toward racial equality that black Americans have and *have not* made in recent decades, because there is a growing perception among white Americans that black advancement has now become self-sustaining and needs no further impetus or assistance.

Indeed, there are many today who believe that the nation's debt to black people for past injustice has been so fully paid that whites themselves are becoming the victims of reverse discrimination. In their view, few if any inequalities between the races still exist, and those which do can be laid to "deficiencies" in the motivation, character, or intellect of individual blacks.

The spread of these disturbing ideas understandably is increasing fears among blacks that progress has come to a halt and that some of their hard-won gains may be lost. Some blacks think that an era of retrogression has already set in as they contemplate the implications of the *Bakke* case for education and jobs and of other reverse discrimination suits in the field of employment. Everywhere they look they see evidence of white backlash and a retreat from the civil rights convictions of the 1960's.

More than 35 years have elapsed since Gunnar Myrdal, the Swedish social scientist, was commissioned by Carnegie Corporation to investigate and record, however painful the story, the condition of the black minority in the United States. His monumental book, entitled *An American Dilemma: The Negro Problem and American Democracy*, still stands as a benchmark for assessing progress toward racial equality and the fulfillment of the American creed. Now, another important book on race relations sponsored by the foundation is about to be published. Called *Protest, Politics, and Prosperity: Black Americans*

This essay is the president's annual statement on an issue of current interest. It represents his personal views and, although broadly related to the foundation's interests, does not directly reflect its specific programs.

and White Institutions, 1940–75, it was written by Dorothy Newman and associates,* who were asked to describe changes in the status of blacks over the past three-and-a-half decades and the causes thereof.

Between Myrdal and Newman, then, lies a span of time which should allow us to sketch the main trends in race relations and to see where blacks stand today in this centrally important aspect of the nation's existence. It is a period that witnessed almost unimaginable changes in the world and national scene, including seven presidencies, three wars, a nearly doubled U.S. population, several economic booms and recessions, and enormous social and technological transformations. Not least was the civil rights activism of the 1960's, which so profoundly affected the status and attitudes of blacks that it seems, for many of us, hard to believe what life was like for most black people only a short while ago. In the early 1940's, writes Newman,

> three out of four black Americans still lived in the South, but North or South, virtually the only jobs open to them were the most menial; over half of all black workers were employed in agriculture or personal service. How much education a black man or woman might have meant little; skilled jobs involving contact with white workers were simply not available. Such jobs as blacks could get paid scarcely human wages: long days at stoop labor sometimes brought $3.00 or less a week, sunup to sundown; domestic work little more. Black children went to schools that were open fewer days each year (to free them up for field work during picking seasons), and black adults could still expect to be beaten or fired from their jobs for attempting to register to vote. Ordinary life was conditioned by discrimination: separate parks, separate water fountains, separate sections of the bus or train. One wartime munitions factory in St. Louis went so far as to build a separate factory for black workers; elsewhere, places that did hire black secretaries or clerks hid them behind partitions.
>
> "No colored need apply." "Whites only." "Negroes served in back." America had its own version of apartheid in those days. In the South the signs were everywhere and a matter of law; in the North they were not common except in want ads, and a matter of custom rather than law, but the effect was similar. Black and white everywhere shared the same geographical space while living in different worlds. Black accident victims would bleed to death before white hospitals would treat them. White restaurants would serve German prisoners-of-war inside, while black American soldiers were made to stay, unfed, outside. . . . To be black was tantamount to being marked for victimization. It is little wonder that black people were more often disabled, more often sick, more often dead in what should have been the prime of life.

* *Nancy J. Amidei, Barbara L. Carter, Dawn Day, William J. Kruvant, Jack S. Russell.*

These were the conditions that Gunnar Myrdal also discovered and chronicled. in the years between 1938 and 1942. But more than simply describing what he found, he probed deeper to uncover the sociological, psychological, economic, and political causes. He illuminated every nook and cranny of what he called "the Negro problem," noting ironically that, "When we say there is a Negro *problem* in America, what we mean is that Americans are worried about it."

Our great national dilemma, wrote Myrdal, was the stark contradiction between our fundamental beliefs as a people in freedom, equality, and justice, and the actuality of society's treatment of the Negro. So indefensible was this contradiction that it constituted a gigantic flaw in the fabric of American democracy, a flaw which Myrdal predicted would become ever more insupportable to the conscience of the white majority and lead inevitably to improvement in the lot of black people. Thus, he saw the slow movement toward equality as inexorable and the moral conscience of whites as the driving wheel of change.

While Newman's book, with the advantage of hindsight, contends that black protest, rather than white guilt, provided the main catalyst for change, there can be no dispute that the country has made great strides toward an equalitarian society. In the area of constitutional rights, blacks can now vote without legal impediment, equal access to public accommodations is guaranteed, and discrimination in employment and education is illegal. Indeed, the entire, elaborate panoply of legalized discrimination has been swept away.

Few would disagree that it is in educational attainment that blacks have made their most impressive gains. In 1940 the proportion of blacks completing high school was only 7.3 percent; today 75.3 percent of black youngsters complete high school, lower than the rate of 85.1 percent for whites but still a spectacular improvement. Blacks are now taking part in post-secondary education in vastly increasing numbers. In 1940 total black enrollment was less than 50,000, over 95 percent of it in the traditionally Negro colleges. By 1976 the number of blacks in colleges and universities had risen dramatically, to 1,062,000, including part-time enrollment. Although enrollment at the graduate-level and in graduate professional schools remains low compared with white enrollment, more and more blacks are completing advanced training and are making their way into the managerial, professional, and technical ranks of the labor force.

We have also seen tremendous improvement in other key aspects of life for black Americans. For example, the infant mortality rate for non-white persons (mainly blacks) dropped from 74 per thousand live births to 25 between 1940 and 1974—still, of course, appreciably above the 15 per thousand rate for whites. Life expectancy for blacks and other minorities at birth increased from 63 to 66, and maternal death in childbirth decreased from

7.7 per thousand live births to 3.2. Blacks, too, are experiencing improved access to justice in the courts, and we see black elected officials sitting in both houses of Congress, in state legislatures, on city councils, on school boards, and as members of other official bodies. We see them as mayors of some of the nation's largest cities, as members of the Cabinet, and representing us at the United Nations. Moreover, the power of the black vote was felt as never before in the last presidential election.

Minority entrepreneurship has grown from essentially a few family stores, mostly in rural communities in the South, to the point in 1976 where the 100 largest black companies recorded gross sales of $775 million from such enterprises as insurance, magazine and music publishing, electronics manufacturing and auto sales and service. Black families are living in formerly all-white suburbs and attending previously all-white schools. There is wide integration in sports, entertainment, and the arts.

Such accomplishments and the desire of American blacks to recognize and take pride in their heritage undoubtedly account for the rising respect accorded blacks by whites and for the greater self-confidence and sense of efficacy felt by blacks themselves.

To the casual observer, then, the "Negro problem" would seem to have disappeared, since blacks, apparently, no longer suffer discrimination or other external barriers to advancement in American society. The gains they make from here on would appear to be strictly up to them.

While there has indeed been a vast social transformation of American life, most of it taking place during the past 15 years, it is impossible to speak of it without uttering a distinct *but*. Progress for blacks yes, but also extensive failure measured against the nation's highest ideals and against the national self-interest. Scrutiny of field after field reveals that blacks are still materially much worse off than whites, that racial prejudice and discrimination are still pervasive, and that new, more subtle barriers to further progress are being erected. The disparities are illustrated most graphically in the income of blacks, in their employment opportunities, in their housing, and in the quality of their educational experience. We have come some distance along the road to a just society, but we are far, far from the goal of true racial equality. On the contrary, there is the danger that we might turn back, unless we can find new reserves of energy and new strategies to sustain the momentum for change.

Income

Nowhere is evidence of the continued inequality between blacks and whites more obvious than it is in regard to income. Since 1940 the standard of living for most Americans has risen markedly, and both races have in the aggregate made real economic gains. What would have been considered luxuries three or four decades ago are today classed as necessities by both

white and black families. Even so, the relative position of the masses of blacks has scarcely improved. From 1947 to 1975 the ratio of income earned by blacks to that earned by whites narrowed by only 11 points, from 51 to 62 percent. Today the average earnings of black families have receded to only 59 percent that of whites.

The economic situation of the black poor has clearly deteriorated—not only relative to that of whites but to that of the growing black middle class. There are indications that the movement of blacks from lower-paying into higher-paying jobs has slowed considerably during the 1970's. The steady decrease between 1959 and 1968 in the proportion of black families of low income came to a halt in 1969 and has not improved since then. In fact, blacks, while accounting for only 11 percent of the population in 1974, constituted one-third of all Americans living below the official "poverty line" of just over $5,000 for a non-farm family of four. The proportion of poor families headed by a black woman increased markedly in the early 1970's, and by 1975 three-quarters of these families were receiving some or all of their income from public assistance. In total, four out of ten black children were being raised in poverty in that year, while only one out of ten white children was classified as poor. The situation today would not be appreciably different.

One would suppose that the greater economic vulnerability of blacks during the 1940–77 period qualified them to benefit proportionately from such public income transfer programs as social security, unemployment compensation, Aid to Families with Dependent Children (AFDC), and food stamps. However, this has not been the case. Although 95 percent of the aged who were white received social security benefits in 1975, only 87 percent of elderly blacks qualified. In 1970 only 67 percent of black and other non-white workers were covered by unemployment insurance as against 74 percent of whites. In 1973 the average monthly benefit of retired non-white workers was just 80 percent that of whites. One reason for these differences of course is that many blacks have had to take jobs that are "off the books," such as domestic work, and the wages earned are not reported for social security or tax purposes.

Jobs

During World War II blacks and other minorities made great gains in employment. Since 1948, however, their unemployment rate has been consistently worse than that of whites. In 1958 minority unemployment was 12.6 percent, and it remained over 10 percent until the Vietnam war. Even in the mid-sixties the rate was 7.4 percent while that of whites fell to under 4 percent. Black unemployment since 1975 has fluctuated between 12 and 14 percent. In November 1977 it was 13.8 percent.

While it is clear that blacks have made substantial gains during boom periods, especially those associated with war efforts, it is equally clear that

they have lost more heavily during economic recessions. In the labor market they were, until quite recently, virtually excluded from the manufacturing and building trades. Occupational segregation, *de facto* job ceilings, discrimination in hiring, and lack of job seniority have continued to limit employment opportunities for them. Blacks are still found disproportionately in the dirtiest, least desirable occupations and in the lowest levels of the employment pyramid. And while increasing numbers have made it into craft, technical, and even management jobs, few are in positions of real influence in the power structure of the nation's economy.

It should be apparent from the experience of recent decades that we can never count on the "normal" functioning of the economy to equalize economic opportunity for blacks. Such equality can only come about through full compliance with equal opportunity laws and regulations in employment, the removal of job ceilings, and intensive programs of job training and placement for skilled, desirable jobs—all backed up by a serious commitment by government to full employment.

Even so, measures such as these will probably not solve the chronic problem of jobless black youth. The unemployment rate for black teenagers, officially an alarming 39 percent in November 1977, is in reality very much higher because "discouraged workers" are not counted. Poorly educated, untrained, heavily concentrated in urban slums, and ostensibly ill-suited for steady employment, the several hundred thousand youngsters who make up this group are an alienated, crime-prone element in our communities. Today the unemployment rate for black youth is two-and-a-half times that for white youth, and their labor force participation is only 75 percent that of whites.

The reasons for this upsurge in unemployment among black youth are varied and complex. During a slowing economy job opportunities have not been commensurate with the rising educational level of blacks, so that young people with a high school credential no longer necessarily "qualify" for entry into skilled occupations. Many low-level jobs traditionally available to blacks are now disdained by those who feel they deserve more from their education and whose self-image will not permit them to do what they regard as menial labor. For their part, employers, compelled to pay a rising minimum wage, may be reluctant to hire young people with low skills—especially if they are black. Moreover, young blacks who in the 1960's benefitted from targeted, federally-financed training and employment programs, even though these programs did not always lead to permanent employment, have received much less attention in the 1970's. In recent years neither government nor industry has been responding effectively to their needs.

Beyond these factors, however, some serious structural problems have developed that have simply eliminated many jobs for which blacks of all ages might otherwise have qualified. These include the rapid growth of highly

competitive, labor-intensive industries in other countries (for example in the needle trades and in the electronics field), the migration of industry from inner cities to suburbs that are inaccessible by public transportation, and the introduction of new technologies that have reduced the need for labor in both manufacturing and service industries.

Looking down the road, it seems likely that the problem of unemployment among young blacks will, if anything, get worse rather than better, thereby further diminishing the already slim prospect these young people have of making a successful transition from youth to a productive adulthood.

Housing

Directly related to the economic disadvantage suffered by blacks is their poor housing. Three-fifths of all blacks inhabit the declining centers of large cities, crowded into decaying structures that frequently lack adequate heat and sanitary facilities. Often these homes are far distant from the places where jobs are now to be found.

It is true that some black families have been able, with the help of fair-housing provisions of the 1968 Civil Rights Act, to break the color bar in previously all-white suburbs, but the numbers involved are relatively small. The majority of blacks still live in run-down, segregated inner cities, because this is the best they can afford and because of fierce opposition to low-income housing projects by residents of the suburbs. Furthermore, the denial of mortgage money and insurance protection for homes and small businesses in "declining" areas—known as "redlining," or more euphemistically "geographic disinvestment"—has helped cause the rapid deterioration and eventually the virtual destruction of some neighborhoods heavily populated by blacks.

At least 80 percent of all American families today live in segregated neighborhoods, white or black. *De facto*, the United States is still two nations.

Effectiveness of schools in promoting equality

From roughly 1960 onwards much attention has been focused on the fact that black pupils generally perform less well in school than do whites, as measured by classroom performance, scores on standardized aptitude and achievement tests, and years of school completed. The rationale behind some of the Great Society programs of the mid-sixties was that the poorer school performance and lower educational attainment of blacks largely accounted for their depressed socio-economic position in adult life.

In a new book sponsored by the Carnegie Council on Children, called *Minority Education and Caste: The American System in Cross-Cultural Perspective*, John Ogbu, a Nigerian social anthropologist who has done many years of research in this country, examines the phenomenon of black school failure and reviews various theories advanced in recent years to explain it. One

theory held that black children suffered from "cultural deprivation" in their home backgrounds. Another theory held that the conflict between the dominant white, middle-class culture of the public schools and the different culture of the black world, with its own values and even its own dialect, produced severe learning handicaps for the black child. A third theory emphasized the notion of institutional deficiency—that in myriad ways schools are organized to favor white, middle-class children at the expense of black children. Examples cited were hostile attitudes of white teachers, their insensitivity toward black children and their expectations that they would fail, educational "tracking," over-dependence on standardized tests in which blacks do poorly, and so on. A fourth theory put blame on the failure of the schools to ensure meaningful educational equality by instituting effective remedial programs to counteract the negative influences of home and community. A final, highly controversial and generally discredited theory attributed the lower school performance of black children to their allegedly inferior genetic capacity to learn certain kinds of cognitive skills.

Ogbu then examined the two principal strategies employed since the early sixties to overcome black school failure: compensatory programs, such as Head Start and Title I, and school integration. Although he agreed that both these strategies are justified because they serve important moral and social objectives, neither, he found, has been particularly successful in equalizing black school performance. The reason is that, like the theories on which they rest, they focus their attention on what are essentially symptoms of the pathology of black failure rather than on its root cause. This root cause, which lies not in black but in white America, is the systematic relegation of blacks over many centuries to an inferior, caste-like status in our national life, with devastating consequences for their motivation and skills.

Ogbu argues that blacks occupy inferior social and occupational positions in society not because they lack educational qualifications for anything higher. Rather, he says, they are in this situation because the institutions of society exclude them by a system of racial stratification that virtually assures their low status in adult life. The evidence is abundant, he goes on, that blacks with the requisite education and credentials do not have access to occupational and social roles commensurate with their abilities. And as long as this remains the case, black progress will be thwarted.

One must, however, introduce two qualifying comments to Ogbu's thesis—generally persuasive as it is. First, although the hope of later success in the labor market is clearly important to the stimulation of educational motivation, we cannot deny that the quality of education available is also relevant. We know that many blacks, when they have been exposed to good schools, whether segregated or integrated, have become highly motivated and have performed well in their studies, completing high school and going on to college.

Second, while it is true there is no body of convincing evidence to indicate that school integration improves the educational performance of black children, it must be recognized that a large proportion of black youngsters still attend schools that are not integrated. In fact, real integration is still very much more a hope (or fear) than a reality in most areas of the country because of the almost irresistible impact of residential segregation. We simply do not know, therefore, what the effect of true integration, practiced over several generations, would be on the school performance of black children. Certainly, in these circumstances, it would seem that a total discounting of the *educational* value of integration to blacks is premature.

An uncertain future

Whether one attributes the perpetuation of racial inequality to caste or class barriers, or elements of both, most observers agree that the problem at times seems almost intractable. Active white resistance, lack of the political commitment and will to break up these barriers, the self-interest of those who benefit disproportionately from the *status quo*, all combine to continue the lag between promise and reality. The rise of increasing numbers of blacks to the social, economic, and political ranks of the middle class does not change this dismal fact. What improvement there has been in the status of most black people has, as Ogbu points out, taken place only in times of national crisis, when their labor has been in demand, or in direct response to the civil rights initiatives of blacks and their white supporters. Obviously, we cannot rely on national crises to make the difference. Thus, the most effective course, in Ogbu's view, is pressure by blacks for priorities and preferential treatment as a compensation for generations of discrimination and exclusion. Such pressure "will have to increase before the white power structure will design and implement a comprehensive policy for total elimination of the caste barriers. . . ."

Taking a similar position in *Protest, Politics, and Prosperity*, Dorothy Newman and her associates conclude without hesitation that "the cutting edge" of progress for black Americans has been black protest. They write:

> Our findings are unequivocal that vigilant, aggressive protest is necessary at all times . . . to maintain gains, to prevent losses, and to make progress. The gains by black Americans since 1940 have been truly theirs, with relatively few champions who have spent a lifetime in their struggle. If "the Lord helps those who help themselves," black Americans would long since have achieved equality with white Americans. Intense effort has been an integral part of their lives. That even so persistent and creative an effort has not yet achieved its goal is testimony to the power and influence of the white majority. This is not only because of their wealth, or because of the ordinary restrictions societies impose on minorities; it is also because black and

> white minorities still live out their lives in separate social worlds. . . . The separate social worlds of black and white Americans is only one manifestation of how racism has become institutionalized in America. We have seen how blacks are denied employment regardless of merit; denied housing regardless of credit worthiness; and receive less from income security systems regardless of characteristics similar to white fellow citizens. Institutionalized racism, that which is built into organizations' ways of proceeding, eases the burden of personal guilt, and so is readily perpetuated.
>
> Our predominantly white institutions—public and private—and the individuals in them do not take it on themselves to remove barriers or to act forcefully on behalf of black Americans without pressure being brought to bear. The managing white world continues to be ingenious in finding ways to resist change even under the restraints of law. Only persistent protest, using equally ingenious ways of carrying on the struggle, has been an equally powerful way of meeting and overcoming that resistance.

As we have seen, Gunnar Myrdal, writing nearly four decades ago, predicted great changes in the relationship between blacks and whites in the United States, based on his belief that the conflict between the nation's highest ideals and its daily practices would become so insupportable to the conscience of whites that change would be inevitable. He did not rule out the significance of black protest, but he assigned it a lesser role in the generation of black progress. While not entirely dismissing the importance of white conscience, Dorothy Newman *et al* are firm in their belief that black protest has been the prime mover of change.

Looking back over the years since 1940, one can find much to agree with in the conclusions of Myrdal, Newman, and Ogbu. Although they differ in their emphases on the roots of social inequality between blacks and whites and in the reasons for the gains blacks *have* made in their struggle for full participation in society, their messages are not necessarily antithetical. On balance, the idea that black protest has been the single most important element in black progress seems valid. Certainly this was the case in the 1960's when the emotions stirred by the inspiration of Martin Luther King, Jr., and other leaders, by student protest, by the rise of "black power," and, one must admit, by urban rioting, caused white America to make major concessions to blacks in meeting their claims to equal treatment. Nor can one deny that for more than three centuries blacks were relegated to a caste-like status in this country, leaving an enormous legacy of social wreckage for blacks and whites alike that will take many more decades fully to clear up.

At the same time, one cannot discount the role of white conscience as a force for change. While it is true that institutionalized racism served to ease the burden of personal guilt, many white Americans felt deep qualms of conscience over the historic wrong done to blacks and supported public and

private action to compensate. The leadership of President Johnson in transforming the principles of the civil rights movement into national law was centrally important, and this accomplishment can never be denied him.

In the past few years, however, we seem to have arrived at a moment in our history when both protest and conscience are dormant. True, the voices of some black leaders have been raised sharply against the disgracefully high unemployment rate of blacks. True, some whites have maintained their concern about racial injustice. Nonetheless, there seems to be no one today, black or white, capable of evoking anew the nation's latent sense of conscience and mobilizing it into action.

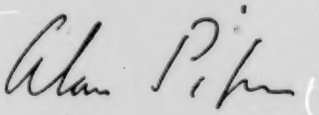
The reasons for this are difficult to pinpoint. Certainly, we have had two administrations that assigned black progress a low priority, and we have one now whose effectiveness in promoting the interests of blacks has yet to be demonstrated. Furthermore, a certain complacency may have set in in the leadership group of the black community after the dramatic gains of the 1960's. The folly of such a relaxation of vigilance has come home to them as they confront the possibility that some of the hard-won opportunities now open to blacks in the all-important fields of employment and education may soon be restricted.

Another reason for the let-up in pressure may be the phenomenon of increasing class differentiation among blacks, as those who have broken through the barriers and gained a foothold on the ladder of success find their interests diverging from those they have left behind. A faltering economy, of course, has always heavily penalized those on the margins of power and affluence, where blacks are to be found in disproportionate numbers. Furthermore, whereas blacks had the almost exclusive attention of the nation's conscience in the 1960's, other groups—the Spanish-speaking and Native American minorities, women, children, the elderly and the handicapped—are now competing for a share of that attention.

Most important, it must be recognized that many of the gains made by blacks in the 1960's were in securing things that whites already had, such as voting rights, access to public accommodations and educational opportunity, and hence did not come at the *expense* of whites. Today, however, the advances being sought by blacks are of a kind that, given the nation's conservative mood and a sluggish economy, put them in direct competition with whites. For this reason it may well be fruitless for black leaders to continue to make their appeal to white conscience on racial grounds alone. Rather, they should be putting their effort into building a broad coalition of all who have interests in common—those who suffer from discrimination, poverty, unemployment, poor housing, poor education, and inadequate health care—and seeking gains for blacks within this context. The success of this approach will then depend as much on the amount of political and organizational power such a coalition can generate as on the stirring of the nation's conscience.

In spite of the many uncertainties of the moment, there do seem to be grounds for cautious optimism. The very fact that the nation has come as far as it has in the past decades is astounding. The fact that discrimination, despite frequent circumventions of the law, is illegal has created a solid basis for further progress. And, it is a source of hope that there are ever greater numbers of well-educated, confident black citizens, for it is from this group that a cadre of able black leaders is emerging, visible in every sphere of our national life but especially in political office.

What we must now revive and bring up-to-date is the philosophical and moral vision of the 1960's, and the practical recognition that it is in our national self-interest to convert this vision into reality. We must hope that an observer, writing as many years in the future as Gunnar Myrdal wrote in the past, will be able to record that the United States of this day committed itself unreservedly to true racial equality and hence to the realization of its highest ideals. If that should happen, then Myrdal's classic "American dilemma" will at long last have been solved.



President

The report on program

List of grants

During the year ended September 30, 1977, the trustees appropriated $12,787,672 for grants. This figure includes $925,087 for the program in the Commonwealth. The Corporation made a total of 92 grants or appropriations, including 25 to schools, colleges, and universities and 67 to other organizations. Five appropriations were made for programs administered by the officers.

The charter of the Corporation provides that all funds are to be used for "the advancement and diffusion of knowledge and understanding." Grants must be broadly educational in nature but are not necessarily limited to the formal educational system or to educational institutions. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years. These areas are described in succeeding pages under the headings of higher education, early childhood education and development, elementary and secondary education, public affairs, and the Commonwealth Program. Grants that do not fit easily into these categories are listed in other grants.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for the basic operating expenses or facilities of schools, colleges, or day care centers. Nor does it provide general support for human or social service agencies. Lastly, it does not support creative arts programs or programs for the elderly. Its program in health care and medical education was phased out several years ago.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.

Higher education

For the past seven years the Corporation has given major grants for the purpose of increasing opportunities for individuals of all ages and backgrounds to obtain college degrees. Emphasis has been on nontraditional ways for students to acquire college credit, to earn degrees, and to pursue lifelong learning.

The Corporation's interest in nontraditional study led in the early 1970's to the support of several off-campus degree programs. Beginning in 1974 this interest broadened to efforts to evaluate for college credit the many educational offerings of organizations whose primary focus is not education, such as businesses and banks, and to develop new techniques for assessing experience-based learning. This year the Committee on Institutional Cooperation received a grant toward the creation of independent study materials for upper-division courses, looking toward the day when many institutions may grant the bachelor's degree solely on the basis of off-campus study. A few Corporation grants are also promoting a greater integration of work and education, including current grants to promote "educational brokering."

Finally, in its concern for introducing flexibility in the structure of higher education, the Corporation has funded a number of alternatives to the traditional four-year degree, primarily aimed at the college-age student. These have included experiments with time-shortening, such as the three-year degree, early entrance degree programs, and the middle college concept.

Cutting across most of the Corporation's higher education grants is a commitment to improve educational opportunity for minorities, women, and other groups that have been outside the mainstream of higher education. The foundation has made relatively few grants to individual black institutions, deciding that its limited resources can be best applied toward central organizations that provide services to a number of these colleges. Major allocations have been made over the years for programs to develop black leadership in the South through advanced education in the law and through various internship experiences in municipal government. Some of these programs are described in the public affairs section.

The Corporation's long-term interest in the educational and professional advancement of women began in the 1960's with its support of continuing education. Subsequently, it has given several grants for institutes, internships, and other programs to aid women pursuing careers in academic administration. In addition, a number of programs are helping educational institutions better meet the needs of working women and of women who would like to prepare for "nontraditional" careers. The Corporation gave grants this year for the development of educational programs for working

women in New York State, for career counseling workshops aimed at women with Ph.D.'s, and for planning educational programs for women in public life.

In the search for long-range solutions to the problems created by slow or no growth in higher education, the foundation has encouraged efforts by institutions to improve the productivity of undergraduate education without sacrificing quality and in other ways to adapt effectively to "steady-state" conditions. Grants in this area have focused on interinstitutional cooperation. Current interinstitutional projects to strengthen research libraries grow out of this concern.

The Corporation's grant-making to improve knowledge of and expertise in collective bargaining in higher education is being phased out, although a few grants for these purposes were made during the year.

From time to time the Corporation contributes fellowship support to the American Council of Learned Societies, the Social Science Research Council, and the Carnegie Institution of Washington for research in the humanities, the social sciences, and the natural sciences. This support averages about $300,000 a year.

Improvement in undergraduate education—nontraditional study

Committee on Institutional Cooperation (CIC) $486,000

The idea of awarding a bachelor's degree primarily on the basis of knowledge gained outside the classroom has been a central Corporation interest for many years, resulting in grants to help launch nonresidential, or "external," degree programs in New York State and elsewhere. Development of the external degree, however, has been hampered by the lack of high-quality independent study materials for the more advanced courses and the related unwillingness of institutions to grant a degree totally on the basis of independent study. Now three of the "Big Ten" midwestern universities that are part of the CIC consortium—Indiana, Iowa, and Wisconsin—have authorized the award of bachelor's degrees on the basis of external study. CIC itself is developing advanced correspondence courses at the upper-division level that will complete majors in four disciplines: business administration, education, economics, and sociology. The plan is to create on a cooperative basis some 24 courses and to market them throughout the country. Corporation funds are being used over four years to support a small central staff and office and stipends for faculty members involved in course development.

National Manpower Institute (NMI) $186,000

The National Center for Educational Brokering (NCEB) of NMI, in Washington, D. C., was established in 1976 with federal support from the Fund for the Improvement of Postsecondary Education. Educational "brokering"—the provision of educational and career counseling and information services

for adults seeking higher education—is on the rise, and one of the most successful agencies in the field is the Regional Learning Service, described below. In fact, the senior staff of RLS was instrumental in forming NCEB. The Center was set up to provide an organizational framework for educational brokering, promoting its expansion throughout the country, assisting approximately 100 agencies in developing their programs, and facilitating state planning for federally legislated Educational Information Centers. This grant is providing approximately 40 percent of NCEB's budget over three years.

Syracuse Research Corporation $128,000

Despite the rapid growth in part-time enrollments in postsecondary education, surveys indicate that many more adults would take advantage of educational opportunities if they knew these existed or if they knew how to plan educational and career programs best suited to their needs. The Regional Learning Service of Central New York (RLS), based in Syracuse, New York, has been offering educational counseling services to adult learners since early 1973. In four years, through workshops, consultancies, and information dissemination, it has assisted more than 8,500 persons in the upstate New York area. These services reach all socio-economic groups, although most prospective students are women or from minority groups or have relatively low incomes. The need for such educational "brokering" was recognized in the federal higher education legislation of 1976, and RLS is one of the most effective organizations in the field. This third grant from the Corporation is covering about two-fifths of the budget for two more years, the remainder coming from other foundations, federal funding agencies, and direct revenues.

Antioch College $15,000

In 1974 and 1975 the Corporation made grants to support the Cooperative Assessment of Experiential Learning (CAEL) project, a joint undertaking of Educational Testing Service and a group of colleges and universities involved in nontraditional learning. Its purpose was to develop new assessment techniques, to validate these methods and materials, and then to disseminate them to the higher education community. Member institutions urged the creation of an independent, permanent organization to continue this work, and the Corporation agreed to underwrite the costs of the transition. The executive director of CAEL II is Morris Keeton, who was chairperson of the original project, and Antioch College has acted as fiscal agent for the grant.

American Society for Training and Development (ASTD) $15,000

The Corporation's interest in lifelong learning has led to several grants that address the relationship between education and work. Among them this year is the grant to ASTD, a membership organization whose principal purpose is to serve people who have training responsibilities in industry,

government, and community development. Such responsibilities, which range from remedial education to management training for top executives, are not well defined, however, and there are no common standards in companies for the selection and development of training personnel. By surveying its own membership, ASTD staff hopes to gain a clearer understanding of the role training directors should play and of the skills they should possess. The results should strengthen ASTD's own professional development activities and give guidance to colleges and universities devising curricula in this field.

Increasing higher educational opportunities for minority-group members and women

Institute for Services to Education (ISE) $500,000

ISE is a black-run, Washington-based enterprise with the principal purpose of strengthening the 107 black colleges in the United States. ISE's 50-member staff oversees a wide variety of projects in three divisions: curriculum and faculty development; administrative planning and management; and research and evaluation. One-third of the 60,000 freshmen in black colleges in 1976 took courses developed by ISE in collaboration with black faculty members. The organization provides up-to-date statistics on enrollments and other trends within black colleges, and it has been instrumental in forming other organizations serving higher education for blacks. In addition, it assists black colleges in obtaining federal funds, primarily under federal legislation governing aid for developing institutions, for which ISE receives subcontracting reimbursement. In the 12 years since its incorporation, it has received two Carnegie grants totaling $1 million. This grant provides support for five more years.

University of California, Santa Cruz $323,700

Oakes College opened in the fall of 1972 as one of eight liberal arts units on the campus of the University of California, Santa Cruz, and is an important example of how a prestigious public institution can provide equal educational opportunity without compromising academic standards. The core curriculum centers on the minority experience in America, which students from a great variety of ethnic and racial backgrounds use as the springboard for rigorous study of the liberal arts. Oakes has created a supportive atmosphere for the students, offering special courses, counseling, and tutorial services to help them meet the College's high academic standards. This grant renews earlier Corporation support of the College's Division of Supportive Services for three more years. The grant includes funds for an office of institutional research to conduct systematic evaluation of the College's achievements—one recommendation of a Corporation-sponsored review team which visited the campus in late 1976 (see page 57).

Carnegie Foundation for the Advancement of Teaching (CFAT) $15,000

In professional schools, where competition for admission is heavy, a number of legal suits have been brought recently by white males, claiming they were denied entry while less qualified minority-group students were admitted. The case in the forefront, *The Regents of the University of California vs. Allan Bakke*, which the U.S. Supreme Court has agreed to hear, raises the question of whether special admissions procedures are constitutional. In view of the important implications of this litigation for higher education, the Carnegie Council on Policy Studies in Higher Education, the policy research arm of CFAT, sponsored a study to clarify the issues. Now published as *Selective Admissions in Higher Education*, the study was supported in part with this grant.

American Council on Education (ACE) $195,000

ACE, with a membership of 1,391 institutions of higher education and 175 national and regional associations, is the nation's coordinating body for postsecondary education, dedicated to improving educational standards, policies, and procedures within the system. Its Office of Women in Higher Education was founded in 1973 to promote women's advancement, particularly in academic administration. A paramount concern of the Office, and also of Carnegie Corporation, is how to encourage academic institutions to support women who show promise for major roles in academic administration. With this three-year grant, the Office is identifying women in key positions in as many as 12 states (with specific emphasis outside the Northeast) to serve as coordinators for programs that will reach out to institutions within those and neighboring states. With ACE's help, these women are organizing panels of high-level administrators, who will meet to develop strategies to identify, refer, provide support services for, and increase the visibility of, women administrators and position them for promotion.

Cornell University, New York State School of Industrial and Labor Relations (ILR) $95,600

Although educational options exist for middle- and upper-income women and for homemakers returning to the paid work force, few programs have been designed for women in blue-collar, service, or clerical jobs, where 72 percent of the female labor force is located. In 1975 the Corporation underwrote a conference held by the Working Women's Program for Research and Education of the ILR, aimed at establishing a cooperative network of institutions in New York State concerned with expanding postsecondary opportunities for this group. The conference recommendations resulted in a proposal to develop model educational programs for wage-earning women in two industrial centers outside New York City. A one-year curriculum combining

labor and management education with liberal arts began in the fall of 1977, and the project staff has worked to assure tuition assistance and course credit. This grant supported the planning year.

Wellesley College $82,700

Despite affirmative action, faculty women are still at a disadvantage in securing the limited academic positions that open up. They tend to receive less support from mentors and colleagues and as a result are less informed about available jobs and about strategies for obtaining them. They also tend to get their degrees in fields where competition is keenest and have little help in exploring careers other than teaching. In addition, many women with advanced education, returning to work after time out to raise children, lack the contacts and self-confidence to explore the job market thoroughly. Higher Education Resource Services (HERS), a referral, placement, and network-building service for academic women which shares headquarters with the Corporation-supported Center for Research on Women at Wellesley, is using this two-year grant to develop specialized career counseling materials and workshops in the New England area for women (and men) doctorates. The materials are to be tested in the day-long workshops, followed by the establishment of mutual support groups called "career cooperatives." Once a workable package is developed, HERS will encourage the replication of these services in women's centers, professional organizations, women's colleges, and other potential hosts.

Wells College $15,000

Wells College, in collaboration with the National Women's Education Fund and the Center for the American Woman and Politics, received this grant to plan a national political education program for three groups of women: undergraduates, women past college age with an interest in entering politics and those active in public affairs who want to improve their effectiveness. Under the direction of Frances Farenthold, president of Wells and former candidate for governor of Texas, the program staff will draw together a network of five or six small women's colleges and work with them in designing courses, workshops, conferences, and institutes for the purpose of encouraging women to participate in public life.

University of Maryland $15,000

Part-time employment of college and university faculty appears to be increasing, and along with it is concern that the policies regarding part-timers be both realistic and equitable. The issue is of particular importance to women in the academic community, since it is most often they who rely on part-time employment during part or all of their careers. With this grant,

Marilyn Berman, a doctoral candidate and administrator at the University of Maryland, is exploring the reasons institutions and individuals choose part-time employment and who benefits from it. The study, which is being confined to two geographic areas, should contribute to the development of responsible policy decisions regarding this category of faculty employment.

College and University Personnel Association (CUPA) $15,000

CUPA, a national clearinghouse on personnel issues in higher education, conducts a biennial survey of salaries paid to campus administrators. Approximately 1,300 institutions are reviewed, and comparative data is provided on compensation trends categorized by various institutional groups, ranging from community colleges to research universities. The administrative compensation survey of 1975–76 included a supplement on women and minorities in administration, but it focused only on top administrators, not those in middle-management positions who are in the pipeline for advancement. Corporation funds are enabling CUPA to expand its survey to include this data in its next report, which is due in the spring of 1978. The information gathered should provide a firm factual base for analyzing affirmative action efforts in colleges and universities.

American Association of Community and Junior Colleges (AACJC) $3,940

In 1976 the Corporation awarded a grant to the AACJC for a cooperative project with the American Association of Women in Community and Junior Colleges to study the status of female vocational students. The research is testing the hypothesis that women have been "tracked" into academic and counseling programs which lead to low-wage, low-status jobs in fields traditionally dominated by women. Three thousand students (both men and women) were surveyed, and this supplementary grant facilitated the data processing of the survey responses. Two reports—one on women's access to occupational education, the other a series of case studies of occupational education in selected colleges—have resulted so far, and others are planned. The information contained in these reports should be useful in helping community colleges improve their educational offerings and other services for women students.

Encouraging more effective use of resources

Council on Library Resources (CLR) $500,000

The development of effective national systems for the major research libraries depends to a large extent on cooperation within and between regional networks of libraries and between those networks and the Library of Congress, and in this the assistance of a few national organizations already operating

in the field is crucial. CLR, which was established by the Ford Foundation in 1956, focused initially on adapting new technologies to the needs of libraries and later branched out to library management, training for librarians, international cooperation among libraries, and more. This grant is helping support over four years the activities of the Office of University Library Management Studies, sponsored by CRL but housed within the Association of Research Libraries. The funds will in addition be used to strengthen the central administration of CRL.

Council on Interinstitutional Leadership (CIL) $121,200

One of the unanswered questions about interinstitutional cooperation in higher education is the effectiveness of consortia in bringing about cost savings while maintaining quality education. Although institutions may enthusiastically join forces in such administrative activities as purchasing supplies or operating insurance programs, there is a decided reluctance to surrender individual institutional sovereignty in matters of instruction. Yet this may be the area where the greatest cost-savings can be achieved. With this two-year grant, CIL, a consortium of 52 consortia representing more than 500 institutions, will provide documentation on actual savings achieved by consortial activities, encourage institutions to cooperate in a variety of ways, especially in academic and instructional undertakings, and attempt to generate broad interest in the potential of consortia to bring about more effective use of resources.

Clark University $15,000

Clark University, the College of the Holy Cross, and Worcester Polytechnic Institute, all private institutions based in Worcester, Massachusetts, have undertaken several joint activities, including research, course exchanges, and even purchase of fuel and supplies. A tri-college trustee report recommended that the three institutions "explore together all possible avenues of academic and other cooperation," and suggested that coordination of libraries might be a first step in a longer-run program of coordinating academic offerings. This grant underwrote a feasibility study to determine if indeed there would be significant benefit in merging the three libraries.

Organization of American Historians $14,930

The United States Newspaper Project, sponsored jointly by the Organization of American Historians and the Library of Congress, collects, catalogs, and conserves newspapers throughout the country and computerizes bibliographical and locational information. Corporation funds, added to a grant from the National Endowment for the Humanities, were used to prepare manuals for coding newspapers in machine-readable form.

Association of American Universities (AAU) $15,000

AAU serves as the means by which major public and private universities, all leaders in graduate education and research, discuss issues of common concern. In 1975, in response to the growing influence of the federal government in higher education affairs, AAU decided to reorganize. Since the costs of adding professional staff and enlarging the Washington-based office were more than the current membership dues could absorb, the Corporation joined with the Ford, Alfred P. Sloan, Andrew W. Mellon, and Exxon Education Foundations in meeting the expenses for the transitional year.

Temporary State Commission on the Future of Higher Education $35,000

Higher education in New York State is divided into three sectors of approximately equal size: the State University of New York (SUNY), made up of senior colleges and universities, agricultural and technical colleges, and community colleges; the City University of New York (CUNY), with its graduate center and senior and community colleges; and the private institutions. Altogether they number 244 institutions and enroll close to one million students. New York City's fiscal crisis brought to a head many questions about the governance and financing of these three sectors, and Governor Carey established a commission to study the issues and develop recommendations for the future course of the system. Corporation funds were granted to pay part of the costs of commission meetings, out-of-state travel for staff and commissioners, and contract studies. The Ford and Andrew W. Mellon Foundations also contributed to the commission.

International Council for Educational Development (ICED) $14,423

While the United States and Australia have many common educational problems, government involvement in the financing of higher education has differed in the two systems. To enable Australians and Americans to share their experiences and information, ICED sponsored a seminar in Australia on federal and state responsibilities toward postsecondary education in the two countries. The seminar was held in spring of 1976 in Sydney and Canberra. Corporation funds paid the travel expenses of the American participants in the seminar, which was also attended by 15 Australians in government and academic positions.

Education Commission of the States (ECS) $200,000

Forty-three percent of the support for higher education comes from the states, in contrast to 25 percent from the federal government and 32 percent from private sources, including tuition. In a time of financial stringency within the states, hard questions are being raised about educational appro-

priations, and ECS, a state membership organization, ranks the study of educational finance as a top priority. With joint funding from the Corporation and the Ford Foundation, ECS is expanding its Educational Finance Center to include higher education. Policy researchers—and states themselves—tend to view elementary/secondary education and higher education separately, although the two sectors are now competing for the same limited funds. The expanded Center will conduct studies aiding the development of rational policies with regard to both educational levels, while addressing such complex topics as the share of higher educational costs borne by students and their parents, measurement of educational "productivity," and formulas for the allocation of state funds among institutions and programs.

Educational Change $8,900

The Council on Learning, formerly called Educational Change, publishes *Change*, a magazine of higher education. In 1974 the organization began a series of faculty policy papers—small but practical volumes on such topics of central concern to college teachers as faculty development in a time of retrenchment, the testing and grading of students, and women on campus. The second pamphlet in the series, *Colleges and Money*, was produced with Corporation and other foundation support. Educational Change received this additional grant to prepare and print 15,000 copies of an annotated resource handbook for faculty members. Topics include teaching, course development, curriculum, and faculty evaluation.

Collective bargaining in higher education

American Arbitration Association (AAA) $425,000

A generation ago it was commonly assumed that collective bargaining had no place in the public sector, yet the last few years have seen an explosion of activity in this area. State and local governments now employ some 12.5 million people, and at least 38 states have adopted some form of public sector collective bargaining legislation for at least some employees. Since a high proportion of public employees are in schools or colleges and universities, whatever decisions are made at the bargaining table are bound to have an impact on educational systems. Last year the Corporation made a grant to the Association of American Colleges to enable Robert Helsby, then chairman of the New York State Public Employment Relations Board (PERB), to explore the feasibility of creating training and technical assistance programs to improve the operations of PERB and other agencies that regulate public labor relations in the states. With this three-year grant, Helsby has established the Public Employment Relations Service (PERS) to follow through on the recommendations of the feasibility study. The training and

assistance activities of PERS will include a newsletter and a manual of policies and procedures in public employment labor relations. AAA is fiscal agent for the project.

Association of American Colleges (AAC) $7,850

Faculty Grievance Arbitration in Higher Education is a monograph by June Weisberger, associate professor at the University of Wisconsin's School of Law and an experienced arbitrator. This grant enabled her to carry out a summer's study of arbitration decisions in colleges and universities made since 1974, bringing her work up to date. The study includes an examination of trends and an analysis of their potential impact on institutional operations. This grant included funds for the publication of the resulting monograph and for its distribution to members of educational associations and faculty organizations.

Association of American Colleges (AAC) $11,765

As a way of fostering cooperation between the Federal Mediation and Conciliation Service (FMCS), the agency responsible for helping to settle labor disputes in the private sector, and the private colleges entering into collective bargaining, the Corporation in 1975 made a small grant to help defray the expenses of a training conference for presidents of private colleges in New York, New Jersey, and Connecticut. A joint effort of the FMCS and AAC, the conference acquainted the participants with collective bargaining techniques and also familiarized FMCS staff members with the nuances of college governance. In 1976 and 1977 the Corporation provided partial support for two followup conferences for college administrators and faculty directly involved in the bargaining process.

Graduate education and research

Carnegie Institution of Washington (CIW) $360,000

CIW was founded in 1902 by Andrew Carnegie for the encouragement of scientific research. The Institution's five research departments—the Hale Laboratories in Pasadena; the Department of Terrestrial Magnetism and the Geophysical Laboratory in Washington, D. C.; the Department of Embryology in Baltimore; and the Department of Plant Biology at Stanford University—are among the best in the world for training young scientists in the fields of astronomy, biology, and geophysics. In the early years the Corporation gave general support to CIW. Since 1956, however, the foundation has confined its grant-giving to fellowship support for postdoctoral research. This grant renews such support at the rate of $90,000 a year. Special efforts are being made to encourage applications from minority-group members and women.

Early childhood education and development

The program in early childhood education and development evolved from the Corporation's interest in the nature of learning and cognitive processes—an interest it has continued to pursue with particular reference to early learning. The program has proceeded from the hypothesis that the first years of life are crucial for the intellectual as well as the physical, social, and emotional growth of children. The long-range goal has been to develop the means to help maximize the child's total as well as intellectual potential.

Over the years the Corporation has supported basic research into cognitive processes and the development of competence in infants and preschool children carried out by such psychologists as Jerome Bruner, William Kessen, Burton White, Jerome Kagan, Katherine Nelson, and others. This central focus on cognitive development has led to the support of studies relating other aspects of development to the child's changing intellectual capabilities, exemplified in the efforts by William Damon to understand moral development in young children.

From the beginning of the early childhood education program, the Corporation has made grants for the purpose of learning whether certain kinds of preschool experiences enhance a child's development. Grants have ranged from early funding of Sesame Street to the development of toy libraries and experimental curricula. Study of the interactions of children with their parents, their first teachers, led to support of a number of model parent-child projects, notably the home-based Verbal Interaction Project of the Family Service Association and the mother/infant education program developed by psychologist David Weikart.

More recently, the Corporation's program has been aimed at concerted efforts to examine the welfare and position of children and their families in American society and to make policy recommendations in their behalf. The Carnegie Council on Children was set up in 1972 in recognition of the need to find better ways than we now have to protect and support family life. Other projects the Corporation has funded—to monitor the impact of public programs on children, establish their right to equal protection, and disseminate information to the public—overlap with its interests in elementary and secondary education and in public affairs.

A few longitudinal studies of the effects of model early childhood program intervention strategies on children's cognitive development have also been supported, for example, the Brookline Early Education Project.

The Corporation does not provide general operating support for day care centers or preschools.

Public Schools of Brookline $703,820

The Brookline Early Education Project (BEEP) is an experimental program offering comprehensive health and educational services to parents and to their children during the first five years of life. It was designed to determine whether a public school system could feasibly finance and administer such a program and whether it would reduce handicaps to learning in the early elementary years. The Corporation has given more than $1 million to support the educational services and research aspects of BEEP, while the Robert Wood Johnson Foundation has supported the health component. The experimental group now consists of 238 children born in Brookline and Boston between early 1973 and late 1974. Three levels of program "intensity" are being tested to see which is the most cost effective, and the children's progress is being compared at four points with that of children not in the program. Both the Johnson Foundation and the Corporation are continuing their support for two more years.

Family Service Association of Nassau County $300,245

BEEP is a large-scale comprehensive approach to helping preschool children achieve optimal cognitive and socio-emotional growth. The Corporation has also assisted smaller, more focused efforts which have the same ends. Among them are the Verbal Interaction Project of the Family Service Association, supported by the Corporation since 1973 and directed by Phyllis Levenstein. The Project comprises two distinct sub-programs: the Mother-Child Home Program, which promotes verbal interaction between mother and child, and research on the Home Program's long-term effectiveness. A trained "toy demonstrator" visits the homes of low-income families with two-year-old children, carrying toys and books, and shows mothers how to use them in playing with their children to stimulate a curiosity for learning. After two years the demonstrator withdraws, allowing the mothers to continue on their own. Evaluation shows promising results. The children are "smarter" than their older siblings and do better in school, and the effects of the program diffuse to younger siblings. The Corporation renewed partial support of the Project for three more years.

University of California, Los Angeles (UCLA) $377,770

Although an increasing number of American children are being raised in non-traditional family structures, little systematic research has been done to understand the effects on children's cognitive, emotional, social, and physical development. Bernice Eiduson, psychologist at UCLA's School of Medicine, has undertaken a longitudinal study of children reared in each of four types of family environments: communes, two-parent "social contract" households, single-parent families headed by a middle-class unmarried mother, and, for comparison, traditional two-parent families. Their children are

being followed from birth until six years of age. Since, over time, changes have occurred in some of the subject families, methods have also been developed to assess how such changes influence children. The Corporation has renewed its support for three more years.

University of Georgia $200,945

In the beginning of the Corporation's early childhood program, a major interest was the development of new curricula for preschool education—curricula that gave some promise of giving a long-lasting and significant boost to the performance of children in schools. The Learning to Learn School, formerly in Jacksonville, Florida, was a successful example of such experiments. In analyzing the reasons why, Herbert Sprigle, director of the School, concluded that the effectiveness of his program owed as much to the teachers' methods of conveying the material as to the curriculum itself. The Corporation, which has long supported this work, made this two-and-a-half-year grant to permit extensive testing of the teacher education program Sprigle has created. The testing and revision of the materials is being conducted by Sprigle and John Cryan, assistant professor of early childhood education at the University of Georgia's College of Education, which took over this aspect of the Learning to Learn Project in 1973. By mid-1979 the materials—a multi-media package—should be ready for publication.

Carnegie Council on Children (CCC)* $260,000

The Carnegie Council on Children was established in 1972 by the Corporation to undertake a broad investigation of what American society is doing to and for children, and what government, business, and other organizations and individuals can do to protect and support family life. The Council, which concluded its meetings but not its work in 1977, consisted of 11 persons drawn from a wide variety of disciplines, including law, economics, anthropology, child development, history, and pediatrics. Its chairman and director has been Kenneth Keniston, Andrew W. Mellon Professor of Human Development at the Massachusetts Institute of Technology. Major reports are being prepared for publication by the Council's remaining staff. An overall analysis of the position of children in American society, entitled *All Our Children: The American Family Under Pressure*, was published in 1977, together with policy recommendations for ways in which children's needs in the remainder of this decade and the next can be met. Forthcoming books include a report on "excluded children" and an analysis of societal influences on children and their families. In addition, three background books have now been or are soon to be published, covering the way society deals with the handicapped, the existence of caste and its influence on the school achievement of minority youngsters, and child care and development within families.

** Program administered by the officers of the Corporation.*

Publishers for all these books are Harcourt Brace Jovanovich or its subsidiary, Academic Press.

Clark University $45,650

For several years the Corporation has supported the work of William Damon, assistant professor of psychology, in designing a methodology for studying social development in children—one based on observations of their actual behavior. Damon constructed a series of moral dilemmas for children between the ages of three and ten that posed hypothetical and real-life issues concerning justice, sharing, responsibility, and authority. As a result of that and previous research, Damon produced a book, *The Social World of the Child*, published by Jossey-Bass Publishers. He is now conducting research to assess the extent to which a child is capable of learning from social experience. Eventually, he hopes to gain a better understanding of ways to assess the child's potential for future development. This grant is paying Damon's summer salary and expenses for two years.

Commonweal $15,000

Commonweal, a center for research and service in human ecology in Bolinas, California, was established by Michael Lerner, a former Yale University faculty member in political science and psychology. It has two major goals: to define a practical way to assess continuously the impact of environmental and technological stress on children's health and behavior and to offer diagnosis and treatment services to families. This grant—a departure from the Corporation's main interests in early childhood education—is assisting exploratory research in the former area. A group of five researchers are analyzing existing data on the relationship between environmental stress and children's development and evolving a preliminary hypothesis, possibly leading to a substantial research program.

Women's Action Alliance (WAA) $180,000

In 1972 the Women's Action Alliance, a clearinghouse and resource center for women and women's organizations, launched its Non-Sexist Child Development Project, which included the design of a comprehensive program for use in day care centers and early childhood education. The Project provides both pre-service and in-service teacher training, a nonsexist early education curriculum guide, parent training, and workshops. Its staff has also designed multi-racial and non-sexist toys, games, and classroom materials which are now manufactured commercially. The Corporation made two previous grants for the Project, the second for a conference on nonsexist childrearing. This grant ensures core Project support on a declining basis over three years, during which time the Project will expand its services and seek alternative funding sources.

National Council of Organizations for Children and Youth (NCOCY) $122,000

In addition to the Council on Children, several other Corporation-supported projects are examining the welfare of the nation's children, establishing certain basic rights in their behalf, and developing criteria for policy decisions and action. NCOCY was formed in 1973 in Washington, D. C., to provide continuity at the state and local levels between the White House conferences on children and youth, held at 10-year intervals. Its 156 members represent a wide range of advocacy, consumer, labor union, service, and special interest groups. Through *Focus*, its monthly newsletter, and other mechanisms, NCOCY keeps the membership informed of legislation, trends, issues, and activities concerned with social policies affecting children and youth. Members are organized into clusters to work on common concerns, and national conferences are held to bring the members together. The Corporation made this two-year grant in support of the Council's membership drive and of efforts to increase subscriptions to *Focus*.

Peggy Daly Pizzo $22,200

Parent activism is growing. Single mothers, divorced fathers, parents of handicapped children, of hospitalized children, of children in public schools and state institutions, even new parents and parents-to-be, are joining with others in similar circumstances and seeking mutual support. Increasingly, they are publicly voicing their concerns and asking institutions and professionals to affirm not only children's rights but the rights of parents to help shape policies affecting children. To gain an overview of the variety of parent advocacy and self-help organizations, the Corporation has funded a study by Peggy Daly Pizzo, a young writer and consultant on child care and family support services. Pizzo has identified 19 local, state, and national parent organizations that address a range of issues and carry out a number of functions. Based on interviews with the members, analysis of their activities, and related research, she will produce a report that should provide useful insights into the elements of effective child advocacy.

Martha Stuart Communications $15,000

Television's potential to help parents deal with the complexities of raising children has scarcely been tested. Now, Martha Stuart, an independent producer of videotapes in New York City, is planning a series of 13 public television programs bringing together parents, children, and others for informal discussions of particular family experiences. The aim is to provide viewers with models for a variety of effective and "reproducible" ways of being parents in today's world. Three shows in the series have been produced. This small grant is enabling Stuart to determine topics for 10 additional shows and to plan for distribution and evaluation of the series.

Elementary and secondary education

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been to find a way in which the Corporation, with its limited resources, can help the schools fulfill their obligation to educate all the nation's children. The foundation has been specifically concerned that school systems succeed in teaching adequate levels of basic skills to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Central to this concern is the recognition that some children may need to be given more time, effort, and resources from schools if their adequate levels of performance are to be ensured.

In its grant-making, the Corporation has established two priorities: The first is to find ways of urging and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being met, and then to change their methods if needed. The second is to find ways in which school personnel can receive technical assistance and in-service support in order to achieve their goals with children and to cope with the kinds of demands that implementation is likely to place upon them. Related to this is the Corporation's concern with increasing minority representation within school systems, primarily through the training of minority administrators.

Grants under the first priority fall roughly into three areas. First, the Corporation is supporting the development of tests that are better than current standardized measures of educational outcomes—tests that will allow definition of levels of adequacy in basic skills, that will measure whether students are meeting minimum levels of competency, and that may suggest corrective action which should be taken if students are not doing well. Second, several projects supported are aimed at helping groups outside the public schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's needs. Various strategies toward this end include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping the parents of these children to have a voice in educational decision making. Third, a series of grants have assisted professionals and citizens in analyzing and devising approaches to the financing, governance, and operations of public schools that will be equitable and will lead to comparable outcomes for children.

Related to the two main program priorities is support of research on the basic processes involved in learning, either as part of the background re-

quired for designing appropriate measures of stages in the development of skills, or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children. In addition, the foundation supports studies of major educational policy issues. The Corporation is also interested in projects that promote equal opportunity by sex in education, such as the Project on Equal Education Rights of the NOW Legal Defense and Education Fund, supported this year.

The Corporation does not make grants for alternative schools, nor does it usually support the development of specialized curricula in the arts, drug education, population, and other subject areas. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minority children and girls. The Corporation is also involved in some aspects of bilingual and bicultural education.

Educational Testing Service (ETS)
City School District of New York $460,000

In 1974 the New York City Board of Education and the teachers' union agreed to develop and implement an accountability program for the City's schools. One part of a plan, prepared for them by ETS in cooperation with the Board of Education's Committee on Accountability, deals with the establishment of minimum performance standards—not as a means of judging students but of measuring the extent to which educational objectives are being met. A small Corporation grant permitted researchers at ETS to ascertain the work needed to produce a model set of standards and measurement instruments in one subject at one grade level. Two 18-month grants then were made to permit further work. With the first, ETS is developing and validating measures of reading performance for third-grade children and assisting the Committee on Accountability in establishing City-wide minimum standards of performance. The second, to the City School District of New York, is paying the costs of the Committee's collaboration with ETS and also of the school personnel and others undertaking field testing and evaluation. The hope is that the reading standards will provide a prototype of procedures for setting minimum performance standards in other grades and other subject areas, which in turn will lead to corrective action in those schools where children are not performing well.

University of the State of New York $475,000

In addition to providing funds for research on issues facing educational testing, the Corporation has supported efforts to develop new kinds of tests in a few subject areas. The largest of these undertakings is Project TORQUE (see below), which is concerned with measuring achievement in mathematics; another is the work of the New York State Education Department

(SED) in developing better tests of reading competence. A 1976 grant allowed SED to contract with an independent research firm, Touchstone Applied Science Associates. The firm has now produced the Degrees of Reading Power (DRP) test, designed to show the level at which each child can read and comprehend, rather than to measure how his or her scores compare to those of other children. This additional grant is being used over 19 months to analyze the results of extensive field validation studies, to refine further the test's precision, and to conduct additional validation work. Two panels, one of national experts to consider whether the uses proposed for DRP are really appropriate, the other of school personnel and others from around the state to disseminate information about DRP to schools and review its acceptability by school personnel, are also supported by the grant.

Education Development Center (EDC) $163,000

For more than three years the Corporation has supported a major research and development project aimed at producing a new set of achievement tests in elementary school mathematics. Dubbed Project TORQUE, its goal is to create assessments that will allow both more accurate diagnosis of the strengths and weaknesses of children's mathematical skills and better evaluation of mathematics curricula. The Project is also addressing the question of what constitutes adequate standards of performance, since existing tests do not indicate whether any or all of the test takers are learning enough mathematics to function in the world outside the classroom. This additional, short-term grant is allowing the developers to concentrate on validating the materials it has in such areas as computation and linear measurement and to plan for the larger process required for the completion and dissemination of their work.

High/Scope Educational Research Foundation $97,330

High/Scope is a research and development organization in Ypsilanti, Michigan, directed by the psychologist David Weikart. The Corporation has in previous years supported Weikart's research on the long-term effects of parent training and early childhood education. The organization has also been a key participant in efforts by the U.S. Office of Education to see what follow-up programs will best build on Head Start. In the course of this research Weikart and his staff became concerned that some tests children are required to take do not adequately measure their real competence in certain language skills, in particular, "productive language," or the ability to produce, in speech or writing, language that is appropriate and effective in a given situation. High/Scope has developed two tests that try to overcome this gap in testing. Further definition of competence in language production is needed, however, and the levels of competence appropriate to a child's developmental stage and educational experience must be deter-

mined. Additionally, there are unanswered questions about language production in a child's every-day life. This one-year grant is enabling Weikart and his associates to work on these problems and determine whether a major development effort is feasible.

Education Commission of the States (ECS) $15,000

A significant number of state legislatures and boards of education have now decreed that students in their states must meet minimum competency standards in order to graduate from high school. Some states have mandated such requirements for each grade level. While this trend is viewed enthusiastically by some and with alarm by others, there is a general agreement among all concerned that more discussion is needed about the requirements and the uses to which they will be put. In response, ECS held four regional workshops on the topic, in which experts shared their views with state legislators, state school officers, educational administrators, and personnel from governors' offices and local school districts. Corporation funds paid for approximately half the costs of the meeting; the U.S. National Institute of Education also contributed.

University of Pittsburgh $14,650

This five-month planning grant enabled Lauren Resnick, associate director of the Learning Research and Development Center at the University of Pittsburgh, and Daniel Resnick, professor of history at Carnegie-Mellon University, to develop a research design for a large-scale study of the social functions of testing. Amidst the current furor over testing in the educational system it appears there is little empirical understanding of the purposes for which they are used, how the data are interpreted, what is done with the information produced, what effects testing has on the curriculum, or what consequences there may be for individual students, teachers, and administrators. The Resnicks used this grant to survey the beliefs and actual practices concerning testing in a selected sample of schools. They are also exploring the development and uses of testing in the context of changing educational philosophies since the 19th century, not only in this country but in Europe.

Rockefeller University $15,000

For the past several years the Corporation has been supporting the research, at Rockefeller University, of Michael Cole and William Hall and their colleagues on the sub-cultural and linguistic factors that affect the cognitive performance of poor and minority children. Last year this group prepared a set of papers on the nature of standardized testing, on the problems it has generated, and on possible alternatives to it for a conference at Pitts-

burgh. The papers were well received, and it seemed important to assemble them into a publishable manuscript. This grant enabled John Wallace, a psychologist and writer, to edit and rewrite the material and prepare it for eventual publication.

University of Southern California (USC) $7,625

The National Assessment of Educational Progress (NAEP) administered writing tests to groups of 9-, 13-, and 17-year-olds, first in 1969 and then in 1974. The 16,000 essays collected constitute the largest available source of data on the compositional ability of American students. While NAEP has done some analysis of the materials, its main function is to gather, not interpret, data. Now W. Ross Winterowd and Robert Dilligan, two faculty members of USC, are using this grant and funds from the National Council of Teachers of English to analyze the essays in depth. Their general aim is to give a complete description of changes in students' writing abilities between 1969 and 1974, to determine reasons for the changes, and to recommend a course of action to bring about improvements. Corporation funds are making it possible to put a valid sample of essays on computer tape and microfiche for use by other scholars.

NOW Legal Defense and Education Fund $275,000

The Project on Equal Education Rights (PEER) is the major education project of the NOW Legal Defense and Education Fund, an organization which works to improve the status of women through public education, research, and litigation. Based in Washington, D. C., PEER is concerned with fostering equal opportunity in the nation's public schools. Its current focus is monitoring Title IX of the Education Amendments of 1972, which states that, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." If the full potential of the law were realized, it would have profound implications for education and teaching in the nation's 96,000 elementary and secondary schools. PEER's record in improving both compliance with and enforcement of the law is impressive, and its study of Title IX actions has been called "one of the most extensive citizen reviews of government functions ever conducted." PEER, which was begun with Ford Foundation funds, has received two-year Corporation and Ford Foundation support to continue its activities, which include the recently published report on the first five years of Title IX and the publication of a citizens kit to enable concerned laymen to monitor the extent to which schools are eliminating sex discrimination.

Center for New Schools (CNS) $268,000

Grants in recent years have helped advocacy groups formed at local, state, and national levels to monitor the implementation of public school programs and intervene in the educational system to aid children with special needs. Because of the Corporation's extensive investment, and also because the techniques these school-related advocacy groups use are relatively new in their application to schooling, it was decided such activities should be evaluated. A feasibility study financed under the Corporation's Program Development and Evaluation Fund (see page 57) enabled Donald Moore and Sharon Weitzman, then staff members of CNS, in Chicago, but now of Designs for Change, to plan a major research project. The earlier study revealed that, given the complexity and variety of organizations in which they operate, a highly statistical research design was inappropriate. But there was basic agreement on several functions and goals which could serve as common criteria for assessing effectiveness. Five groups involved with local schools are being studied, and the research results will be published in a policy-oriented report as well as a series of 10 "mini-handbooks" to guide other advocacy groups. This two-year grant, originally made to CNS, has since been transferred to Designs for Change.

Massachusetts Advocacy Center (MAC) $150,000

MAC began in 1969 as an organization of social service professionals and laypersons concerned with the problems of children excluded from the Boston public schools. With Ford Foundation support and matching funds from local sources, it has broadened its activities to include the entire range of problems concerning children's rights and services in Massachusetts schools. It carries out monitoring and research on the implementation of laws, issues reports, negotiates policy changes with administrative agencies, and occasionally brings legal action in the priority areas of education, health, and juvenile justice. As a direct consequence of MAC actions, pregnant teenagers have the right to continue their education, children get hot lunches and receive bilingual education, school records are protected, children are screened for lead poisoning, and more. With this three-year grant, MAC is training a network of local leaders from consumer, educational, and community organizations in the meaning of educational laws and methods of child advocacy. The funds are also assisting MAC's Policy Analysis and Action Unit.

American Friends Service Committee (AFSC) $150,000

Over the last few years, federal and state legislation and court decisions have greatly extended the educational rights and opportunities of poor and minority children. In reality, however, schools have been slow to reflect

these changes, and many minority and poor children still suffer disproportionately from policies and practices that inhibit their opportunities to learn. In Chicago, thousands of pupils are suspended each year, fewer than half the children who lack proficiency in English are served by bilingual programs; special education programs are used as a means of unfairly tracking pupils, while many who need special help do not get it. The Midwest Regional Office of the AFSC, with a long history of civil rights activity, has now established a Chicago Public Education Project to monitor the schools, provide legal and technical services to parents and pupils seeking to challenge arbitrary or discriminatory educational practices and regulations, and help them bring about reform. It is also intended to act as a clearinghouse on school law and other public education issues, making this information accessible to community advocates, the general public, and legal professionals. The Project, which received this three-year grant from the Corporation, is also being supported by local foundations.

Citizens' Council for Ohio Schools $71,800

In contrast to some other states, where education is the subject of active public concern, Ohio has left the formation of educational policy in the hands of professionals, and education is poorly funded. Against this background, the Citizens' Council for Ohio Schools, based in Cleveland, was formed in 1974 to advocate improved education for all children. This two-year grant is enabling the Council to produce a guide which will deal with the quality of education following desegregation and which will build on the success, with citizens and school officials, of an earlier guide on desegregation. The new guide will meet the demand for help in understanding testing, special education programs, vocational education, alternative school programs, and school organization and discipline. A second project will produce information on children out of school in Ohio, in hopes of arousing public interest in the high incidence of truancy, dropouts, and suspensions. The grant will pay part of the staff salaries, travel, and publication and distribution costs. Other activities of the Council are supported by contributions from 8 Ohio foundations and 15 corporations.

National Council of La Raza $100,000

Children of migrant agricultural workers, most of whom are Mexican American, suffer tremendous hardships—social, economic, and educational. Estimates of their numbers range from 500,000 to 1 million, and as of 1975, 48 states had educational programs for them. Yet only 10 percent or so ever graduate from high school. The National Council of La Raza, a Washington-based organization dedicated to improving the welfare of the Mexican-

American community, is studying the use of federal funds under Title I of the Elementary and Secondary Education Act, the largest single source of support for programs affecting migrant children. Although funds were legislated in 1966, and $98 million was appropriated in fiscal 1976, the federal government took many years to issue regulations governing the money's use. There is considerable evidence of poor federal administration, and little is known about the role of the states in administering the migrant education money, or about the substance of programs using the funds at the local level. This one-year grant complements several others the Corporation has made for research and monitoring of Title I funds and for programs aimed at meeting the educational needs of Mexican Americans. With it, the Council will complete the process of information-gathering and analysis and prepare reports that will identify problems and recommend improvements in the administration and operations of migrant education programs at all government levels.

New York Civil Liberties Union Foundation $15,000

Two youth advocacy groups in Rochester and Queens, New York, have joined together under the auspices of the New York Civil Liberties Union to form a Statewide Youth Advocacy Project. The Project's goal is to create a network of individuals and communities throughout the state who will offer help to young people experiencing difficulties in school, or who are out of school by reason of truancy or suspension or disciplinary transfer. Hotlines, representation, and assistance in getting access to educational or social services are among the means being used to improve educational services for all young people with special needs. General support comes from other foundations; this grant is assisting in the collection, analysis, and publication of data on children out of school in a sample of school districts throughout the state.

National Urban Coalition (NUC) $114,000

Starting with the *Serrano* case in California in 1971, a number of challenges have been brought in the courts against the pervasive reliance on local property taxes to finance the public schools. Local school districts obviously vary greatly both in property values and in tax rates; thus people in poor sections often pay taxes at higher rates than their wealthier neighbors while their schools receive less money per pupil. The challenge of finding an equitable solution to the distribution of school funds within a state, particularly one with large urban or minority populations, is complicated, however, and the Corporation, together with the Ford Foundation, has made a series of grants for research and publication in this area. NUC's School Finance Reform Project combines a national coordination effort with

technical assistance to community groups seeking to contribute to the development and analysis of school finance policy. This grant, and an equal one from the Ford Foundation, renews support for the Project for two more years and provides for the planning of new programs.

Intercultural Development Research Association (IDRA) $240,000

The school finance system in Texas is one of the least equitable in the nation, and gross disparities in taxable wealth from district to district are at the heart of the problem. Since 1973, when the U.S. Supreme Court reversed a lower court ruling in the *San Antonio vs. Rodriguez* case, which would have upset the Texas school finance system, the focus of action in school finance reform has shifted to state courts and to state constitutions, laws, and regulations. IDRA was established in 1974 as the central group in Texas working for school finance reform at the state level. Formerly supported by the Corporation and the Ford Foundation as a project of the National Urban Coalition, IDRA has now received tax exempt status, and is using this three-year grant to continue its research, monitoring, and dissemination activities. The funds will also be used to coordinate the strategies of the Texas Litigation Coalition and to train community leaders in dealing with school finance issues. The Ford Foundation has contributed an equal amount.

Greater Newark Urban Coalition $148,400

Another state group previously funded through NUC and now receiving direct support from Carnegie and Ford is the New Jersey Education Reform Project (NJERP) of the Greater Newark Urban Coalition. NJERP was established in response to the state supreme court's ruling that the reliance on local property taxes to finance the schools resulted in the state's failure to provide, as constitutionally mandated, a "thorough and efficient" educational system for all children. The organization has since become the primary voice in New Jersey speaking for the interests of minority children in the development of an equitable financing scheme. Its activities include public education on the issues, monitoring the impact of the new law on alternative plans, and providing technical assistance, at their request, to legislative committees. This grant and an equal sum from the Ford Foundation covers a declining proportion of NJERP's budget over the next three years.

Navajo Tribe, Division of Education $253,805

The Navajo Nation is the largest of the American Indian tribes and occupies a vast land base in Arizona, New Mexico, and Utah. In a few communities, notably at Ramah and Rough Rock, there exist Indian-controlled schools, but these are far outnumbered by the Anglo-dominated institutions. The

record of the Anglo schools—whether public schools near the reservation or Bureau of Indian Affairs or missionary schools—is notoriously bad, and the conviction is growing that Indians should be able to govern the schools by their own principles. For the Navajo, this is particularly important, because education plays a central role in the creation and transmission of culture and in employment and community development functions in the more isolated parts of the reservation. Essential to the success of Indian-controlled education, however, is the development of a pool of trained school administrators who can create and run Indian schools or qualify for administrative positions in public schools serving the reservation. In 1974 the Corporation began support of a training program to produce this needed pool. The two years of training, sponsored by the Navajo Tribal Council in cooperation with the University of New Mexico's Department of Educational Administration, combine on- and off-campus study and work. Nineteen individuals were certified under the initial grant; a subsequent two-year grant is permitting an additional 21 Navajos to be trained.

Harvard University $206,340

In the search for evidence that some schools do or do not do a better job than others of educating low-income and minority pupils, the Center for Urban Studies, Graduate School of Education at Harvard University, has undertaken a research project that will assess the relative effectiveness of schools in two Michigan cities. The Project is led by Ron Edmonds, former assistant superintendent in Michigan's state department of education and now acting director of the Center. If it can be ascertained, using various measures, that student performance is better in some schools, or grades, or specific classes, then the next question will be why. In the Michigan schools under study, good data are available, suggesting that some schools are successful with disadvantaged pupils. In addition, statewide assessment in the fourth and seventh grades, using "objective-referenced" tests, was instituted a few years ago. These data can be compared with standard "norm-referenced" test data to give an unusually varied basis for the conclusions about whether children are learning basic educational skills. The outcome of the research may make a highly useful contribution to the debate on whether differences in schools can make a difference in student achievement. The Corporation, which made a small planning grant to the Center for this project, has given additional support to cover salaries for the staff and attendant expenses.

Northeastern University $15,000

In 1975 W. Arthur Garrity, the federal judge presiding over the Boston school desegregation process, invited colleges and universities in the area to assist that process by offering their special talents and expertise to help improve the schools' educational performance. Twenty-four institutions re-

sponded, and they have now been working with the Boston schools for more than two years. Agreeing with representatives of the institutions that the "pairing" idea needed to be assessed, the Corporation joined Boston's Committee of the Permanent Charity Fund and the Ford Foundation in underwriting a study by Jeptha Carroll, a political scientist and president of the Dayton-Miami Valley Consortium. His report should be useful as a basis for determining whether "pairing" could work better in Boston and as a reference for others undergoing desegregation. Northeastern is administering the funds on behalf of the involved institutions.

Center for the Study of Public Policy $11,827

Inequality: A Reassessment of the Effect of Family and Schooling in America, by Christopher Jencks and several colleagues, created a furor when it was published in 1972. It concluded, in brief, that "marginal" institutions like the schools do not contribute significantly to equality in adult status and income; only by changing the economic institutions that shape society can progress be made in this direction, and only then if citizens agree that this is a desirable social objective. To many people this suggested that education as a vehicle for achieving equal opportunity could well be a waste of time and money. Partly in response to criticism of the book, Jencks and his colleagues have undertaken new research on the determinants of economic success, based on data available from 10 new surveys of the occupations and incomes of American men. Preliminary findings suggest that income and status can be explained to a much greater extent by experience—in particular, education—than previously had been shown. The National Institute of Education and the U.S. Department of Labor supported much of this work; Corporation funds, which underwrote most of the earlier study, helped to complete the current analysis.

American Ditchley Foundation $15,000

This grant was for partial support of an International Conference on Young People in Contemporary Industrial Society, sponsored by the Ditchley Foundation in Great Britain and the American Ditchley Foundation and held at Ditchley Park outside London. The purpose was to consider what national policies industrialized countries should adopt to help young people prepare for productive adult roles. The conference examined the current status of youth and reviewed the major changes in the opportunities and responsibilities offered to young people as a result of economic, demographic, and cultural changes in the last 25 years. Particular attention was paid in the discussion to solutions to the problems of high youth unemployment which afflicts all these countries. Of the 34 participants, 15 were representatives of American industry, youth organizations, and educational institutions.

Public affairs

The basic goals of the Corporation's program in public affairs are first, to help disadvantaged groups in society gain wider access to the political, economic, and education systems and to ensure adequate representation of their interests and, second, to support the role of private organizations in assessing the impact of government programs designed to benefit these groups, in particular minorities and the poor, but also women and young people. In its concern for social justice and equal opportunity, the program has focused on educational issues, such as desegregation of the schools, financing of school systems, bilingualism, compensatory education, and other urban education issues. Some of these projects are described in the elementary and secondary education section as well as public affairs.

The Corporation has supported a number of strategies in its grant making, including education and training for leadership and the dissemination of information through publications, conferences, and other avenues of communication. In addition, the foundation has provided assistance to public interest organizations for the purpose of undertaking legal research and litigation on behalf of the disadvantaged; providing technical assistance to community groups to help them gain a stronger voice in policy decisions; and building membership support for national organizations operating in the public interest.

In the past few years the foundation has also given attention to the status of women in American society, assisting development of the field of sex discrimination law and, through the support of studies and educational projects, encouraging women to enter public life.

At present, many industrialized nations are becoming concerned about the transition problems young people have as they move from dependence on family and school to the responsibilities of work and adulthood. The Corporation, through its public affairs as well as other programs, has been exploring the need for better public policies for young Americans as these relate to the education system, the labor market, and the development of alternative ways to bring about full realization of the abilities of the young.

Council for Public Interest Law $275,000

Public interest law in just a few years has become an integral part of the nation's system of ensuring justice, but the field has advanced ahead of adequate sources of funding for it. While a few foundations, notably the Ford Foundation and the Corporation, have assisted new public interest legal organizations, the base of support must be broadened if the many organizations

are to survive. The Council for Public Interest Law, founded in 1975 under the joint sponsorship of the American Bar Association Foundation (ABA) and three foundations to study and serve the needs of the public interest law community, has established a Fund for Public Interest Law to raise funds and channel them to existing public interest law centers. It is hoped that much of the financing for the Fund will come from ABA members through a dues check-off system, and payment of $250,000 of the grant is conditional upon the Council's generating twice that amount from such a system.

Mexican American Legal Defense and Educational Fund (MALDEF) $250,000

MALDEF, established in 1968, is the only national organization concerned primarily with the civil rights of Mexican Americans and the training of Chicano lawyers. Headquartered in San Francisco, it has regional offices in Denver and Washington, D. C., and tries cases all over the Southwest. Its major litigation efforts are centered on educational issues, voting rights and political access, and equal employment opportunities. In 1974, as part of its concern with improving educational opportunities for minority children, the Corporation made a substantial grant to MALDEF's educational litigation program. The current two-year grant is enabling MALDEF to continue and expand this work. Specifically, the grant is supporting in-depth studies of desegregation as it affects Mexican Americans; bilingual education; the legal issues brought to the fore by the *Bakke* case; possible use of litigation concerning ability grouping; school financing; and the use of funds granted under Title I of the Elementary and Secondary Education Act of 1965, which supports compensatory education programs in public schools.

University of New Mexico $98,000

By the very nature of public law and Indian policy, legal questions are central to all Indian economic and political life. Until recently, the Indian law field had not attracted many legal scholars or even many practitioners. The specialized legal materials were largely inaccessible, and potential clients were too poor to support a legal community interested in new developments in the field. Establishment of the Native American Rights Fund (NARF) and other Indian organizations have begun to fill the void. The Corporation has supported the first Native American Law Library, housed within NARF, and the American Indian Lawyers Training Project's *Indian Law Reporter*. This grant is helping make possible an update of Felix Cohen's classic *Handbook of Federal Indian Law*, which was first published in 1942 and which recognized Indian legal rights that limit government intervention in Indian affairs. The task has been contracted to the American Indian Law Center at the University of New Mexico and is under the direction of David

Getches, founding director of NARF, and Rennard Strickland, a leading Indian legal scholar. The General Service, the Carolyn, and the Donner Foundations have also provided support for the revision, which is to be published by Bobbs-Merrill.

Equal Rights Advocates (ERA) $15,000

Stanford University's experimental clinical training program in sex discrimination law, initiated with Corporation funds in 1974, has been carried out under contract with Equal Rights Advocates, the teaching/public interest law firm in San Francisco. This grant enabled a team of five persons to conduct a thorough review of the accomplishments of the program. The report will be disseminated to law schools, community groups, public interest law firms, and governmental agencies. The San Francisco Foundation also contributed toward the study.

Mexican American Legal Defense and Educational Fund (MALDEF) $15,000

MALDEF, a public interest law firm, has been operating for 10 years, the bulk of its support coming from foundations, including the Corporation. In an effort to diversify its funding base and build a constituency, it has tried a number of strategies, including fund-raising dinners. This grant enabled MALDEF to hire a consulting firm to test the potential of direct-mail appeals for raising a significant portion of the organization's operating budget from the public. One of the lists was used to test the Spanish-speaking community's response to the appeal—a response that turned out to be a great deal stronger than anticipated.

North Carolina Center for Public Policy Research $150,000

Investigative research from time to time has been funded by the Corporation as one means of improving citizen access to information about governmental processes. This three-year grant and a grant from the Mary Reynolds Babcock Foundation helped launch the North Carolina Center for Public Policy Research, founded by a group of 24 leading citizens in the state who hold varying political views but who are commonly committed to social justice. The Center's purpose is to "focus on the process and substance of both the decisions and performances of executive, regulatory, and judicial bodies which have the greatest tangible impact on the lives and livelihoods of North Carolina citizens." Its method is to present carefully researched information and analysis to the public through statewide newspaper coverage of its reports and through its own newsletter. Ultimately, the Center's leadership hopes these activities will improve public debate on possible governmental reforms and garner membership support for an ongoing organization.

National Urban Fellows (NUF) $70,000

National Urban Fellows, a one-year fellowship program designed to attract young people into management careers in municipal government, was established in 1969 by the National League of Cities and the U.S. Conference of Mayors. Now a separate organization based in New Haven, NUF has two components: a six-week summer session at Yale University to study public management and urban finance, and a nine-month internship with a mayor, manager, or other high-level city official in a major urban area. If they so choose, Fellows can follow the intern experience with a 10-week residential semester at Occidental College in Los Angeles and receive an M.A. degree in urban studies. Eighty-seven percent of the 173 Fellows selected thus far are minority group members. The program began with Ford Foundation funds, with additional support coming from other foundations, corporations, and participating cities. This grant is contributing toward the costs of the program for two more years, which will include an evaluation of the record of NUF and the impact on previous Fellows.

League of Women Voters Education Fund $25,000

The Education Fund of the nonpartisan League of Women Voters provides state and local chapters and the general public with research, publications, and other educational services on public issues affecting citizens. In recent years it has focused on environmental quality, energy, land use, poverty and discrimination, international relations, structute and functioning of government, and services to voters before elections. Best known of its work is the Voters' Service, for which the League distributes impartial information on local and national candidates, platforms, and ballot issues; holds meetings of candidates, publishes their responses to questionnaires, and encourages persons to register and vote. The Corporation made a one-year general support grant to the Fund.

National Women's Education Fund (NWEF) $15,000

NWEF was organized in 1972 to develop educational programs to help women overcome the obstacles they encounter in seeking leadership positions in public life. In 1975 a Corporation grant underwrote a NWEF-sponsored workshop on political campaign strategies and techniques, held in Phoenix, Arizona. Built into the earlier grant were plans, in conjunction with the Center for the American Woman and Politics (CAWP) at Rutgers University, to undertake a study of women's campaign experiences in state and national elections in 1976. This supplementary grant is permitting Ruth Mandel, director of CAWP, to complete writing and revision of the book, based on the reports of journalists who followed the campaigns. It also provided supplemental funds for the production of audiovisual training materials on campaign techniques to be used in the workshops.

Other grants

There are always each year a few Corporation-supported projects which fall outside the four major program areas but which are nevertheless important to the aims and charter of the foundation. Some of these are keyed to former interests; others, including support of public television and of education reporting, relate generally to the Corporation's priorities; still others prove to be the start of a new direction in grant making. The Corporation over time has assisted activities or services concerned with the broad area of philanthropy; these programs are also reported here.

A major undertaking this year is the new Carnegie commission on public broadcasting, established almost 10 years after the first commission issued its groundbreaking report. The recommendations and mandate for the commission are contained in the Corporation's task force report, issued in June 1977 and available from the foundation on request.

Carnegie Commission on the Future of Public Broadcasting* $1,000,000

In mid-1976 the Corporation received requests from the boards of the Corporation for Public Broadcasting and National Public Radio and from concerned citizens to sponsor a new commission on public broadcasting. A decade had passed since the original Carnegie Commission on Educational Television had issued its report outlining the design for public broadcasting, and it was thought that the time was right to take another long-range look at the field. In response the Corporation created a small internal task force to explore the problems and produce a report with recommendations. The task force consisted of Harding Bancroft, a trustee; Alan Pifer, president; David Robinson, vice president; Eli Evans, staff member; and Anne Branscomb, a lawyer and consultant specializing in communications analysis (see page 57). At the end of six months of investigation the task force reported what it had learned to the public and recommended that the Corporation establish a second commission. This appropriation is supporting part of an 18-month budget of the Commission, which is headed by William McGill, president of Columbia University.

George Washington University $180,420

As part of its mandate to promote the advancement and diffusion of knowledge and understanding, the Corporation has occasionally made grants to improve media coverage of important issues falling within the Corporation's program interests. Grants in recent years have gone to groups such as Editorial

* *Program administered by officers of the Corporation.*

Projects for Education, the National Council for the Advancement of Education Writing, and the Council for the Advancement of Science Writing. In 1975 the Corporation gave $60,000 to the Institute for Educational Leadership (IEL) of George Washington University for promotional and evaluation activities of *Options in Education*, a one-hour weekly radio program jointly sponsored by IEL and National Public Radio. This grant is being used mainly to continue the promotion of *Options*, especially to audiences of the local member stations, and to finance other activities aimed at strengthening the program over a two-year period.

Yale University $250,000

Over the years, Carnegie Corporation has supported activities which advance public understanding about private, nonprofit organizations operating in the public interest. These organizations, which include hospitals, educational institutions, cultural groups, foundations, civic groups, and a host of others, are performing an increasing number of vital services to society, and yet little is generally known about the role they play, or should be asked to play, in American life. This five-year grant is enabling a new Center for the Study of Independent Institutions at Yale University to undertake systematic, scholarly study of the nonprofit field. Under the direction of John Simon, a professor at Yale Law School, the Center will draw together scholars from a variety of disciplines for work on two large questions: What social objectives can independent organizations achieve, and under what circumstances? How can various kinds of independent organizations be made accountable or responsive without destroying their independence? The Alfred P. Sloan Foundation and John D. Rockefeller III have joined the Corporation in supporting this project.

Brookings Institution $150,000

The Corporation has provided partial support for the Brookings Institution's annual analysis of the federal budget since 1970. Seven books have been published, covering the 1971 through 1977 budgets, each containing an analysis of the recommended Presidential budget in light of the choices that were made among competing priorities; a projection of the longer-term budgetary consequences of these choices; a dissection of the defense budget; and analyses of a wide range of domestic programs. Five additional monographs have been issued on specific topics, including farm subsidies, pollution control, and national health insurance. Well over 200,000 copies of the volumes have been distributed, many to key government officials, and their impact on budget matters has been considerable. This grant is covering about a quarter of the project's total cost over three years; the Ford Foundation has also contributed.

National Committee for Responsive Philanthropy (NCRP) $50,000

The Commission on Private Philanthropy and Public Needs, also known as the Filer Commission, spent two years studying the role of foundation, corporate, and traditional charities in this country. Serving in an advisory capacity to the Commission was an *ad hoc* coalition of social change, minority, women's, and poor people's organizations, called the Donee Group, which criticized private philanthropy on the grounds that it had been generally unresponsive to the needs of its constituencies and which offered its own recommendations for reform. After the Filer Commission disbanded, the Donee Group continued its work by establishing a more formal and broader-based coalition, the National Committee for Responsive Philanthropy. Through research and information dissemination, NCRP's aim is to focus attention on, and encourage changes in, private philanthropy to make it more accessible and accountable to public interests. The Corporation is supporting NCRP with a two-year grant. Stewart Rawlings Mott, the Rockefeller Brothers Fund and the Joyce and John Gutfreund Foundation are also providing funding.

National Information Bureau (NIB) $5,250

Since 1918 the National Information Bureau has been monitoring the activities of national charitable organizations that raise funds from the public and publishing its findings on how well they meet its eight basic standards of philanthropic management. These reports, now available to anyone on request, are used by foundations, corporate donors, and individual contributors in making judgments about potential recipients of funds. The Corporation has contributed a small annual sum to NIB since 1946. This grant extends its support for five more years.

Smithsonian Institution $15,000

The Woodrow Wilson International Center for Scholars and a bureau of the Smithsonian Institution, in association with the Center for the Study of Federalism at Temple University, called a national conference in June 1977 to debate the complex issues involved in governmental reorganization. The 175 participants, primarily from the academic and political worlds, focused on both theoretical and practical questions, paying special attention to education, energy management, and the delivery of social services. The Corporation provided one-third of the outside funding, and the remainder came from the Ford Foundation and the Rockefeller Brothers Fund.

Commonwealth program

Throughout most of its 66-year history, Carnegie Corporation has devoted approximately 7½ percent of its annual income to grants for educational endeavors in selected nations of the former British Commonwealth. Special attention in the last decade was given to the role of universities in Africa in relation to the improvement of primary and secondary schooling and especially teacher training. This interest extended to a few institutions in the West Indies and South Pacific.

In 1974–75, a review of the objectives and operations of the Commonwealth Program was made by a special committee of the trustees. The committee's conclusions, as adopted by the board, point to some shifts of emphasis, in which grants for relatively costly, long-term educational development projects will be slowly phased out, and more attention will be paid to smaller, facilitative grants for a wide range of activities in such fields as leadership development, social and educational planning, and regional and international communication.

The role of women in national development is of particular interest, and future grants will support public and private efforts to assure the integration of women's interests and needs in national and regional development planning. Support of women's bureaus and their projects will be a likely expression of this concern.

Grants will still be made for projects in tropical Africa, the Caribbean, and the South Pacific, but new stress will be given to southern Africa. In the Republic of South Africa the Corporation's efforts will be directed toward developing and supporting black leadership, encouraging communication amongst racial groups, and increasing the protection of all citizens under the law. Emphasis in Rhodesia will be placed upon planning for the social and economic changes which will accompany the transition to the new state of Zimbabwe.

African-American Institute (AAI) $581,000

Providing individuals from Commonwealth countries with the opportunity to travel in North America has been an important aspect of the Corporation's Commonwealth Program for many years. The Corporation administered its own travel grant program until 1968. Since then it has supported the AAI's travel grant program for African educators. Thus far, AAI has awarded grants for travel to more than 130 individuals in university positions and government jobs related to education—funds which have greatly assisted the development of informed leadership for the institutions and countries from

which the travelers come. This additional three-year grant is enabling AAI to expand its travel program to include those with leadership potential in other fields, such as government, the media, and private-sector organizations. Geographic emphasis has shifted to southern Africa, and grantees will travel not only in the U.S. but in other areas, primarily the Caribbean and other African countries. Special efforts are also being made to include more women in the program.

Jamaica Women's Bureau $15,000

In its two years of operation, the Jamaica Women's Bureau, located in the Office of the Prime Minister, has become an effective and respected voice on behalf of women in all segments of Jamaican society. Corporation funds enabled the Bureau to hire two additional staff persons with responsibility for the initiation of income-producing activities and training for unemployed women. A complementary Ford Foundation grant has provided salaries for six new rural coordinators and paid for supporting activities. The two grants should help strengthen the work of the Bureau at a critical time in its growth.

University of the West Indies $15,000

Cooperation among Caribbean countries is complicated by variations in history, language, size, economic viability, and political ideology. Nonetheless, the islands share certain problems, among them the need to better integrate women into the economic development of the area. In June 1977 the University of the West Indies and the Jamaica Women's Bureau co-sponsored a conference on women and development. What emerged were recommendations for several strategies to encourage regional cooperation as well as the formation of a steering committee to implement the recommendations. This grant has provided funds for three steering committee meetings, production and publication of conference reports, and a preliminary survey of existing research on women in the Caribbean.

International Cooperative Alliance (ICA) $7,750

Cooperatives appear to be one of the most promising vehicles for involving African women in income-generating activities, since they can be organized around handicrafts and other skills many women already possess. Historically, women have seldom organized or managed cooperatives, even though they have been important contributors of labor. As a consequence, women have received few of the benefits. This fall, ICA, a London-based confederation of national cooperative associations, and the U.N. Economic Commission on Africa's African Training and Resource Center for Women jointly sponsored a seminar in Tanzania for 30 women from 12 east and southern African countries on how to participate in, develop, and manage working coopera-

tives. This grant paid for the travel and accommodation of two resource persons from Europe and three from Africa, who provided technical knowledge critical to the success of the meeting.

World Education $6,250

World Education, an international organization based in New York City, offers training and technical assistance to directors of adult education programs in developing countries. A range of programs are offered, from language skills to basic health care to improved methods of farming and storing food, but they are all related to developmental needs. World Education forms an affiliation with the responsible ministries—whether for family planning, social services, or adult literacy—designs educational projects with their help, and trains field staff. In August 1977 the organization brought together the staff and administrators of four different projects. The purpose was to discuss evaluation techniques and to try them out at different sites. The meeting was held in Kenya, and Corporation funds covered the air fares for four participants from Ghana and two from Sierra Leone (see page 57).

Publication of Pamphlets on Income-Generating Projects for Women in Developing Countries* $25,800

In many parts of the world, modernization has had negative effects on women, in some instances damaging an economic system in which women played a major part. The number of successful efforts either to guard against such effects or actively to improve the economic opportunities of women are few, and few people know about them. Corporation and the Ford Foundation staff members now plan to produce a series of pamphlets which document unusual, successful, and replicable projects that are or might be run by women in developing countries. Each pamphlet will be written in English and disseminated through international organizations, government agencies, and women's groups. When and if the series becomes successful, it may be transferred to another agency.

University of the Witwatersrand $3,865

The School of Law at University of the Witwatersrand in Johannesburg, is one of 13 law schools (nine white, four black) within South Africa. Its dean, John Dugard, has been exploring the idea of developing a program of clinical legal education that would directly involve the School in public interest law, in legal aid, and in the training of black lawyers (black students are permitted to matriculate in white universities if a course of study is otherwise

* *Grant administered by officers of the Corporation.*

unavailable). This grant permitted the School to bring Michael Meltsner, professor of law at Columbia University and co-director of its Morningside Heights Legal Services program, to South Africa to consult on this idea.

Build a Better Society (BABS) $3,422

Build a Better Society is a community action program operating in the "coloured" sections of Capetown, South Africa. Funded primarily by the Institute for Social Development at the University of the Cape and the Mobil Oil Company, it supports community initiatives in such fields as urban renewal and the delivery of social services. Corporation funds made it possible for Morris Cohen, associate professor of social work at the University of North Carolina, to spend three weeks at BABS advising it on long-range plans, conducting workshops for BABS workers and creating linkages with community development projects in rural areas.

University of Ghana $150,000

As in most African nations, secondary school and university work in Ghana is conducted in the language of the former European power, although children usually enter school speaking in the vernaculars of their own heritage. The Language Centre at the University of Ghana, which is concerned with the successful implementation of a polyglottal policy for the country, provides guidance to policy makers, undertakes research on language teaching, and gives practical help to teachers and students in overcoming language problems experienced at all levels of the educational system. The Centre's numerous activities include a Language and Study Skills Course for University students, a Postgraduate Diploma Course in Ghanaian languages in the secondary schools and training colleges, research on the orthography and sociolinguistics of Ghanaian language, and the production of curricular materials in native languages. The Corporation, which helped establish the Centre in 1969, provided this grant to continue the work of the Centre for three additional years.

University of the South Pacific $102,000

Founded in 1968, the University of the South Pacific in Fiji has a constituency of over one million people on 11 separate island countries spread over two million square miles of ocean. Corporation grants in 1970 and 1973 permitted the University to establish and operate regional extensions in six of the island countries: the Solomon, Gilbert, and Cook Islands; Tonga, Western Samoa, and Niue. Beginning in 1972, a series of smaller grants helped the University to establish a radio communications network which links by satellite the separate regional centers and the main campus. This grant continued support for the regional centers and contributed toward the cost of the satellite

project during the remainder of 1977. Since then, the operation of the centers has been incorporated into the University's budget and the satellite system is being supported by other sources.

Association of Caribbean Universities and Research Institutes (UNICA) $15,000

UNICA, the regional organization for cooperation among 45 institutes of higher learning in the Caribbean, brings expertise and scholarship to bear on a number of critical areas of development: food production, Caribbean studies, African and Asian studies, law and the social order, population studies, community health, management studies, education, and alternative energy sources. The Corporation's grant was used to cover the administrative costs of UNICA for a three-month period, giving the organization time to launch a fund-raising drive to ensure its long-term survival.

Program development and evaluation fund

An Evaluation Studies Fund was established in 1971 to provide a source from which the officers could commit funds for outside evaluations of major Corporation-supported projects. The Fund encouraged the Corporation's staff to follow up grant commitments with objective reviews of what had been learned. In 1975 the Fund was expanded under the title, Program Development and Evaluation Fund, to include the expenses involved in exploring new programs. The following allocations, totaling $80,192, were made from the 1976–77 Program Development and Evaluation Fund:

For the expenses of the task force on public broadcasting	$37,055
For the expenses of consultants on a site visit to Oakes College, University of California, Santa Cruz	$ 4,084
For the expenses of a consultant on South Africa	$ 3,000
Center for New Schools, for exploration of the feasibility of a study of advocacy groups	$23,393
World Education, Inc., for an evaluation by Amos Odenyo of the needs assessment and evaluation seminar held in Kenya	$ 1,000
For preaudit discussions between representatives of Peat, Marwick, Mitchell & Co. and of the Crystal City Independent School District	$ 700
National Association of Elementary School Principals, for a meeting to develop a program for the National Consortium on Testing	$ 3,960
For an evaluation of the Title I work of the Southeastern Public Education Program of the American Friends Service Committee (AFSC)	$ 7,000

Dissemination fund

The Dissemination Fund was created in 1957 to assist in the completion of books and other publications related to Corporation interests and to ensure their widespread promotion and distribution. Prior to 1957, it had been customary to include in many grants enough funds to cover anticipated publication expenses. The Fund, however, has proved a more economical and effective means of disseminating the results of Corporation grants: it provides some leverage to get studies finished and appropriately written up and more flexibility in selecting significant projects for special attention. The following allocations, totaling $12,807, were made from the 1976–77 Dissemination Fund:

Manuscript editing and retyping for the book, *Accounting Goes Public: A New Role for Accountants in Deciding Social Issues*, by Morton Levy, which resulted from a grant to the National Association of Accountants for the Public Interest	$1,200
Printing and distribution of 1,000 copies of *Toward the Measurement of Competence in Medicine*, by John R. Senior, which resulted from a grant to the National Board of Medical Examiners	$5,014
Purchase of review copies of *Here to Stay: American Families in the Twentieth Century*, by Mary Jo Bane, which resulted from a grant to the Center for the Study of Public Policy	$ 140
Purchase of review copies of *Campaign Money: Reform and Reality in the States*, edited by Herbert E. Alexander, which resulted from a grant to the Citizens' Research Foundation	$ 177
Promotion of *Errors and Expectations: A Guide for the Teacher of Basic Writing*, by Mina P. Shaughnessy, which resulted from a grant to City College of the City University of New York	$3,165
Purchase of review copies of *Creative Philanthropy: Carnegie Corporation and Africa 1953–1973*, by E. Jefferson Murphy, which resulted from an evaluation undertaken for the Corporation	$3,111

Publications resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

Grants in the field of higher education resulted in the following publications:

A Guide to Educational Programs in Noncollegiate Organizations
Program on Noncollegiate Sponsored Instruction, the University of the State of New York

Selective Admissions in Higher Education: Comment and Recommendations and Two Reports
A report of the Carnegie Council on Policy Studies in Higher Education (Jossey-Bass, Inc., Publishers)

The States and Private Higher Education: Problems and Policies in a New Era
A report of the Carnegie Council on Policy Studies in Higher Education (Jossey-Bass, Inc., Publishers)

Tradition and Innovation: General Education and the Reintegration of the University
by Robert L. Belknap and Richard Kuhns (Columbia University Press)

The Future of Adult Education
by Fred Harvey Harrington (Jossey-Bass, Inc., Publishers)

A number of publications this year are addressed to various other issues in education:

Errors & Expectations: A Guide for the Teacher of Basic Writing
by Mina P. Shaughnessy (Oxford University Press)

Traditions of American Education
by Lawrence A. Cremin (Basic Books, Inc.)

Bilingual Education: Current Perspectives
Volume I: Social Sciences
Volume II: Linguistics
Volume III: Law
Volume IV: Education
(Center for Applied Linguistics)

Several publications concerned with young children reflect the Corporation's interest in that area:

The Children's Cause
by Gilbert Y. Steiner (The Brookings Institution)

Children in Adult Jails
A report by the Children's Defense Fund of the Washington Research Project, Inc.

The Social World of the Child
by William Damon (Jossey-Bass, Inc., Publishers)

Speaking Out for America's Children
by Milton J. E. Senn (Yale University Press)

A number of books emerged from the Corporation's public affairs program:

Accounting Goes Public
by Morton Levy (University of Pennsylvania Press)

Setting National Priorities: The 1978 Budget
edited by Joseph A. Pechman (The Brookings Institution)

Woman and the Law
by Eve Cary and Kathleen Willert Peratis (National Textbook Company, in conjunction with the American Civil Liberties Union)

The following report was issued as a result of a grant made under the Commonwealth Program:

Sierra Leone Education Review: All Our Future
The results of the Working Groups and the combined proceedings of two conferences meeting in Freetown 1973–1976 (University of Sierra Leone)

Several books reflect the Corporation's earlier activities in international affairs:

Social Consequences of Modernization in Communist Societies
edited by Mark G. Field (Johns Hopkins University Press)

The Donegal Mafia: An Irish Political Machine
by Paul Martin Sacks (Yale University Press)

Communism in Italy and France
edited by Donald L. M. Blackmer and Sidney Tarrow (Princeton University Press)

The Congress Party in Rajasthan
by Richard Sisson (University of California Press)

Other publications of special interest are:

Redeem the Time: The Puritan Sabbath in Early America
by Winton U. Solberg (Harvard University Press)

RX: Spiritist As Needed: A Study of a Puerto Rican Community Mental Health Resource
by Alan Harwood (John Wiley & Sons)

Trustees and the Future of Foundations
by John W. Nason (Council on Foundations)

The Carnegie Council on Children was created in 1972 by Carnegie Corporation of New York to investigate what government, business, and society are doing to protect and support family life. Several publications emerged from the Council's work:

All Our Children: The American Family Under Pressure
by Kenneth Keniston and the Carnegie Council on Children (Harcourt Brace Jovanovich)

The Children's Political Checklist
The Early Childhood Project of the Education Commission of the States, and the Carnegie Council on Children (Education Commission of the States)

Child Care in the Family: A Review of Research and Some Propositions for Policy
A monograph by Alison Clarke-Stewart (Academic Press)

The Carnegie Commission on Higher Education was established in 1967 by the Carnegie Foundation for the Advancement of Teaching with major funding from Carnegie Corporation of New York. Although the official work of the Commission ended in 1973, two of its sponsored research reports were published during 1977:

Centers of Learning: Britain, France, Germany, United States
by Joseph Ben-David (Jossey-Bass, Inc., Publishers)

The Black Elite: The New Market for Highly Educated Black Americans
by Richard B. Freeman (Jossey-Bass, Inc., Publishers)

The report of the secretary

The report of the secretary

The Corporation was unfortunate this year in losing four board members, all of whom had made significant contributions to the foundation.

At the annual meeting in December, two trustees who had joined the board in 1959 retired. Robert F. Bacher had served on the nominating committee from the time it was established in 1971 until his retirement. Malcolm A. MacIntyre had served on the finance committee and later the finance and administration committee since 1960, becoming chairman of it during his final year on the board.

Two more trustees resigned from the board in March in order to take on other commitments. Howard D. Samuel, a trustee since 1971, resigned when he was appointed Deputy Under Secretary for International Labor Affairs in the U.S. Department of Labor. He had been a member of the finance and administration committee since 1972. Franklin A. Thomas was elected to the board in 1970 and had been on the nominating committee since 1971. He left the board shortly after resigning as president of the Bedford Stuyvesant Restoration Corporation to devote more time to activities relating to the problems of cities.

Three new trustees were elected during the year, all to serve for terms ending at the close of the annual meeting in 1980. Mary Louise Petersen and Anne Firor Scott were elected in December. Ms. Petersen is president of the Iowa State Board of Regents and holds a B.S. degree in mathematics from the University of Iowa. She also serves on the board of directors of the Association of Governing Boards of Universities and Colleges. Ms. Scott is a professor of history at Duke University and has published a number of books and articles on American women. She received a B.A. degree from the University of Georgia, an M.A. from Northwestern University, and a Ph.D.

from Radcliffe College. She has served on various boards and committees including the President's Advisory Council on the Status of Women and the advisory council of the Danforth Foundation.

Thomas R. Donahue, executive assistant to the president of the AFL-CIO, was elected at the June meeting of the board. Mr. Donahue holds a B.A. degree from Manhattan College and a law degree from Fordham University. He is a member of the board of directors of the Muscular Dystrophy Association and of the Work in America Institute.

The board of trustees held regular meetings on October 14 and December 16, 1976, and February 10, April 14, and June 9, 1977. A special two-day "retreat" meeting to permit in-depth discussion of the Corporation's programs was held in Princeton, New Jersey, on March 10 and 11, 1977.

Two trustees, whose terms expired at the annual meeting, were reelected to the board—Aiken W. Fisher to a one-year term at his request and Jeanne Spurlock to a four-year term. Caryl P. Haskins was reelected chairman and Harding F. Bancroft vice chairman of the board.

During the year, the finance and administration committee consisted of Carl M. Mueller, chairman, Mr. Bancroft, Mr. Haskins, Madeline H. McWhinney, Alan Pifer, Mr. Samuel (until March), and John C. Taylor, 3rd. It met on October 20, 1976, and January 19, April 20, August 10, and September 22, 1977.

The nominating committee was composed of Mr. Bancroft, Louis W. Cabot, Ms. McWhinney, Mr. Pifer, and Mr. Thomas (until March). It met on February 10, 1977.

Three senior staff members—James Dyer, Eli Evans, and Barbara Radloff—left the Corporation at the end of August.

Mr. Dyer had joined the staff in 1970. As a program officer, he handled a number of grants, in particular those relating to collective bargaining at colleges and universities. He resigned to become the executive director of the Alex Haley Roots Foundation.

Mr. Evans came to the Corporation in 1967 and had primary responsibility in the area of public affairs, especially for a series of grants concerned with the training of black lawyers in the South. He was named president of the Charles H. Revson Foundation, a position he assumed in October 1977.

Ms. Radloff researched and wrote articles for the *Carnegie Quarterly* and handled aspects of the foundation's press relations. She had been at the Corporation since 1973. She has taken up a position at the Edna McConnell Clark Foundation.

A new program officer, Bernard L. Charles, was named in September, although he did not take up the position full time until January 1978. Mr. Charles has been professor of education and chairman of the Department of Urban Teacher Education at Livingston College, Rutgers University. A native of New York City, he received a bachelor's degree from Fisk

University in psychology and a master's degree from Yeshiva University in the education of socially and emotionally maladjusted children. He will bring his extensive experience in urban education, teacher training, and civil rights to the Corporation's public affairs program.

Changes in the titles of three other staff members were announced during the year. Gloria Primm Brown, who as an administrative assistant had been responsible for supervision of the Corporation's files and reference materials, was named program assistant in May and is now working in the area of early childhood education and development. She joined the staff in 1968. Mark Geier, who came to the Corporation as a program assistant in 1973 was promoted to program associate as of October 1977. He also works in the area of early childhood education and development. Paulette Michaud, who had joined the staff as a secretary in May 1975, was promoted to administrative assistant in April. She continued to work on the Corporation's publications until she resigned in July to live abroad.

The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 75 through 105. The following comments highlight and supplement the information disclosed in the financial statements.

Investment matters

On September 30, 1977, the market value of the Corporation's investment assets was $272.0 million, compared to $280.1 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

The investment portfolio on September 30, 1977

	Market value	Percent of total	Net gain on investment transactions during year
Equities			
Common stocks	$159,620,265	58.7	$2,982,728
Convertible securities	13,389,718	4.9	(948,757)
Fixed income securities			
Short-term	9,479,000	3.5	(582)
Other	89,510,634	32.9	1,399,797
	$271,999,617	100.0	$3,433,186

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. In pursuing this objective, increased reliance is now being placed on dividend and interest income, so as to reduce dependence on capital gains to sustain budgets under intense pressure from inflation.

The Corporation's trustees, within investment policies and standards set by them, delegate discretion over decisions on individual purchases or sales of securities to the two investment managers: Morgan Guaranty Trust Company of New York, and Miller, Anderson & Sherrerd, a Philadelphia firm. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies shall be voted. The consideration of proxy issues by the trustees is not limited to merely a positive or negative vote on particular proposals. It sometimes involves written and oral communication with senior officers of firms whose securities have a place among the Corporation's assets.

The Corporation's income

The income from investments for the year ended September 30, 1977, was $15,155,867, an increase of 13.8 percent from $13,312,294 the preceding year. Income from investments was supplemented by $21,679 of other income: $4,589 in excess income and reversionary income on trusts administered by Hudson United Bank, and $17,090 in dividends on annuity policies purchased many years ago by the Corporation to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

The net realized gain on investment transactions during the year was $3,433,186 compared with $5,470,276 in the 1975–76 fiscal year. Since the Corporation's inception, the cumulative net gain on investment transactions has been $134,543,717. Prior to 1976–77 $32,080,230 of this gain was allocated to income and devoted to appropriations. During 1976–77, the amount so allocated was $485,479.

Appropriations and expenditures

For the United States and Commonwealth programs, a total of $12,880,671 was appropriated in fiscal 1977. A complete list of appropriations is shown on pages 88 through 105.

Any balance held by a grantee after a project has been completed or

terminated is normally refunded to the Corporation. These refunds, along with cancellations of commitments made in prior years, are listed on page 105 as adjustments of appropriations. For the year ended September 30, 1977, these refunds and cancellations provided $351,443 so that net appropriations amounted to $12,529,228.

General administration and program management expenditures, shown in detail on page 87, were $1,867,370, compared with $1,934,171 in fiscal year 1976.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the Federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was $663,872, a sum which otherwise would have been available for philanthropic grants.

Five-year summary of financial highlights

Fiscal year ended September 30	Appropriations for grants net of refunds and cancellations	General administration and program management expenditures	Market value of investment assets on September 30
1977	$12,529,228	$1,867,370	$271,999,617
76	12,802,183	1,934,171	280,134,116
75	13,564,827	1,899,484	239,886,491
74	15,577,551	1,667,790	198,948,833
73	16,448,895	1,599,277	336,452,962

Audit by independent accountants

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1976–77.

The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.

Opinion of independent accountants

The Board of Trustees
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1977 and 1976, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1977 and 1976, and the changes in its resources for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

The examinations referred to above were directed primarily toward formulating an opinion on the financial statements of Carnegie Corporation of New York, taken as a whole. The current year's supplementary data included in Schedules 1–3 are presented for supplementary analysis purposes and are not necessary for a fair presentation of the financial position and changes in resources of Carnegie Corporation of New York. The current year's supplementary data have been subjected to the auditing procedures applied in the examinations of the basic financial statements and, in our opinion, are stated fairly in all material respects only when considered in conjunction with the financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York
October 28, 1977

Carnegie Corporation of New York
Exhibit A
Balance sheets
September 30, 1977 and 1976

Balance sheets	**1977**	**1976**
Assets		
Investments, at amortized cost (market value $271,999,617 in 1977; $280,134,116 in 1976)		
Equities	$150,205,930	$172,066,761
Fixed income	100,434,822	75,920,244
	250,640,752	247,987,005
Cash	403,502	618,300
Total assets	$251,044,254	$248,605,305
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	$13,064,915	$13,544,983
Federal excise tax payable	663,801	694,245
Total liabilities	13,728,716	14,239,228
Fund balances (Exhibit B)		
Income	—	—
Principal	237,315,538	234,366,077
Total fund balances	237,315,538	234,366,077
Total liabilities and fund balances	$251,044,254	$248,605,305

See accompanying notes to financial statements.

Carnegie Corporation of New York
Exhibit B
Statements of changes in fund balances
for the years ended September 30, 1977 and 1976

Income fund	**1977**	**1976**
Income		
Interest and dividends	$15,155,867	$13,312,294
Less investment expenditures (note 3)	602,174	580,548
Net investment income	14,553,693	12,731,746
Other	21,679	22,867
Total income	14,575,372	12,754,613
Expenditures		
Provision for federal excise tax	663,872	693,860
General administration and program management (note 3)	1,867,751	1,934,171
Grant appropriations (net of refunds and cancellations of $350,765 in 1977; $92,476 in 1976)	11,196,607	12,508,796
Appropriations for studies and projects administered by the officers (net of cancellations and refunds of $678 in 1977)	1,332,621	293,387
Total expenditures	15,060,851	15,430,214
Excess of expenditures over income	(485,479)	(2,675,601)
Allocation from principal fund of gains on investment transactions	$485,479	$2,675,601

See accompanying notes to financial statements.

Principal fund	1977	1976
Balance at beginning of year	$234,366,077	$231,569,644
Additions:		
Net gain on investment transactions	3,433,186	5,470,276
Net gain on recovery of reversionary interests	1,754	1,758
	237,801,017	237,041,678
Deduction:		
Gains on investment transactions allocated to income fund	485,479	2,675,601
Balance at end of year	$237,315,538	$234,366,077
Consisting of:		
Nonexpendable:		
Endowment	$125,000,000	$125,000,000
Legacy	10,336,868	10,336,868
	135,336,868	135,336,868
Expendable: net gains and losses on investment transactions and reversionary interests	101,978,670	99,029,209
	$237,315,538	$234,366,077

See accompanying notes to financial statements.

Carnegie Corporation of New York
Notes to financial statements
September 30, 1977 and 1976

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting, and accordingly reflect all significant receivables and payables. Investment income is recorded on a cash-collected basis and fixed asset acquisitions are charged against income in the year acquired. Such acquisitions are not reflected as fixed assets in the accompanying financial statements.

The resources of the Corporation are accounted for in two fund groups—income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources have been received from a benefactor who by terms of the conveying instruments has stipulated that the principal may never be expended. Expendable resources represent net gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) The Corporation has a non-contributory retirement plan under arrangements with Teachers Insurance and Annuity Association and College Retirement Equities Fund which provides for purchase of annuities for employees. Retirement plan expense for the years ended September 30, 1977 and 1976, was $167,735 and $164,699 respectively. There were no unfunded past service costs.

(3) The Corporation shares office facilities and certain personnel with The Carnegie Foundation for the Advancement of Teaching. Under such arrangement, the Corporation received $87,500 in 1977 and $75,000 in 1976 from the Foundation as reimbursement for expenditures attributable to the Foundation's operations. Such reimbursement has been allocated to general administration and program management and investment expenditures in the amounts of $83,278 and $4,222, respectively, for 1977 and $70,966 and $4,034, respectively, for 1976.

Carnegie Corporation of New York
Schedule 1
Income from investments
for the year ended September 30, 1977, and
Statement of investments held
at September 30, 1977

Summary of investments held and income from investments

	Amortized cost	Market value	Greater or (less) than amortized cost	Income
Equities				
Common stocks	$137,106,798	$159,620,265	$22,513,467	$7,476,921
Convertible securities	13,099,132	13,389,718	290,586	975,365
Fixed income securities				
Short-term	9,479,000	9,479,000	—	545,055
Other	90,955,822	89,510,634	(1,445,188)	6,158,526
	$250,640,752	$271,999,617	$21,358,865	$15,155,867

Statement of investments held

Equities	Shares	Cost	Market value
Common stocks			
AMP, Inc.	20,000	$538,235	$575,000
Airco, Inc.	30,000	751,645	945,000
Alcan Aluminum, Ltd.	28,000	749,915	672,000
Allis-Chalmers Corp.	49,000	866,385	1,323,000
American Cyanamid Co.	21,550	581,708	589,931
American Express Co.	20,900	793,588	794,200
American Home Products Corp.	20,000	546,788	567,500
American International Group, Inc.	5,000	186,250	181,250
American Standard, Inc.	42,000	1,101,541	1,506,750
American Telephone & Telegraph Co.	148,847	7,391,252	9,414,573
Arizona Bank	16,537	208,056	235,652
Associated Dry Goods Corp.	34,800	948,526	922,200
Automatic Data Processing, Inc.	10,000	121,773	260,000
Avnet, Inc.	30,000	538,763	525,000
Avon Products, Inc.	46,300	2,172,937	2,205,038
Bankers Trust New York Corp.	20,000	776,540	742,500
Baxter Travenol Laboratories, Inc.	20,000	642,500	712,500
Big Three Industries, Inc.	22,000	705,230	715,000
Bliss & Laughlin Industries, Inc.	1,440	23,112	21,780
Bristol-Myers Co.	30,000	1,038,122	1,046,250
CIT Financial Corp.	10,000	345,250	333,750
CPC International, Inc.	33,200	1,607,907	1,813,550
Capital Holding Corp.	1,600	35,808	37,000
Caterpillar Tractor Co.	21,000	831,977	1,155,000
Central & Southwest Corp.	50,800	693,709	841,750

Equities	Shares	Cost	Market value
Common stocks—Continued			
Charter New York Corp.	15,000	$447,762	$431,250
Chubb Corp.	4,500	177,087	155,250
Citizens Fidelity Corp.	13,125	350,438	482,344
Clark Equipment Co.	8,000	322,353	275,000
Cleveland-Cliffs Iron Co.	12,000	703,447	654,000
Coca-Cola Co.	34,666	649,888	1,373,640
Commonwealth Edison Co.	16,000	480,500	492,000
Consolidated Edison Co. of N. Y., Inc.	60,000	1,414,922	1,372,500
Consolidated Freightways, Inc.	39,000	473,984	921,375
Continental Corp.	18,300	764,187	995,063
Continental Group, Inc.	21,000	751,425	732,375
Continental Illinois Corp.	22,600	595,284	610,200
Continental Oil Co. (Del.)	20,300	717,174	601,388
Crum & Forster	40,300	1,259,086	1,289,600
Cummins Engine Co., Inc.	15,000	484,058	641,250
Cutler-Hammer, Inc.	18,000	454,890	528,750
Data General Corp.	4,300	135,782	208,013
Denny's Inc.	38,000	819,914	1,016,500
Diamond International Corp.	200	6,799	7,300
Dover Corp.	23,500	462,829	992,875
Duke Power Co.	102,000	1,579,870	2,231,250
DuPont (E. I.) de Nemours & Co.	7,950	1,085,459	873,506
Eastern Gas & Fuel Associates	27,000	451,521	516,375
Eastman Kodak Co.	7,000	404,639	430,500
Eaton Corp.	28,600	1,245,418	1,061,775
Eckerd (Jack) Corp.	20,500	508,285	512,500
Exxon Corp.	112,932	4,039,046	5,448,969
Farmers Group, Inc.	80,000	1,218,188	1,680,000
Ferro Corp.	14,000	473,665	418,250
First Alabama Bankshares, Inc.	5,250	166,775	118,125
First Charter Financial Corp.	21,000	373,800	406,875
First Kentucky National Corp.	19,500	295,750	565,500
Foremost-McKesson, Inc.	40,000	747,518	705,000
General Dynamics Corp.	5,000	309,705	271,250
General Electric Co.	24,440	916,978	1,252,550
General Motors Corp.	57,811	2,791,476	4,082,902
General Public Utilities Corp.	34,000	706,210	718,250
General Telephone & Electronics Corp.	75,000	1,926,852	2,390,625
Giddings & Lewis, Inc.	25,000	255,532	253,125
Gilbert Associates, Inc. "A"	8,000	317,387	234,000
Gillette Co.	26,000	703,006	702,000
Goodyear Tire & Rubber Co.	50,600	891,011	961,400
Great Western Financial Corp.	13,000	318,205	325,000
Gulf Oil Corp.	96,700	2,198,477	2,719,688
Hanes Corp.	4,000	101,122	108,000
Harte-Hanks Communications, Inc.	11,000	131,443	357,500
Helmerich & Payne, Inc.	6,750	193,010	232,031
Household Finance Corp.	67,000	1,330,155	1,331,625
Houston Industries, Inc.	25,000	822,125	843,750
Hughes Supply, Inc.	19,000	331,775	235,125
INA Corp.	43,000	1,125,605	1,806,000
Inland Steel Co.	30,800	1,258,326	1,093,400
Interco, Inc.	24,000	1,042,572	1,014,000
International Business Machines Corp.	32,700	7,459,336	8,534,700
Jonathan Logan, Inc.	78,750	871,538	1,053,281
Kaiser Aluminum & Chemical Corp.	34,500	880,118	1,086,750
Kidde (Walter) & Co., Inc.	40,000	1,094,375	1,040,000
Kimberly-Clark Corp.	10,000	378,365	427,500
Kirsch Co.	11,100	153,999	180,375
Kraft, Inc.	27,300	1,088,686	1,324,050
Lenox, Inc.	38,500	1,054,097	861,438

Statement of investments held

Equities	Shares	Cost	Market value
Common stocks—Continued			
Levi Strauss & Co.	26,000	$565,167	$728,000
Louisville Gas & Electric Co.	26,100	499,143	694,913
Lubrizol Corp.	18,000	655,248	607,500
MCA, Inc.	22,660	644,537	747,780
Mallory (P. R.) & Co., Inc.	25,000	589,084	1,000,000
Malone & Hyde, Inc.	27,500	624,250	680,625
Manufacturers Hanover Corp.	19,400	640,059	698,400
Marathon Oil Co.	19,000	933,813	954,750
Maytag Co.	15,250	430,542	447,969
McCormick & Co., Inc.	47,600	759,636	749,700
Mead Corp.	87,500	939,788	1,706,250
Medtronic, Inc.	23,000	616,025	511,750
Merck & Co., Inc.	10,000	550,600	585,000
Mobil Corp.	68,635	2,852,781	4,246,791
Moore-McCormack Resources, Inc.	8,500	283,506	225,250
NCR Corp.	54,000	1,939,139	2,524,500
National City Corp.	12,000	508,750	522,000
National Gypsum Co.	66,000	1,151,491	1,031,250
National Service Industries, Inc.	25,000	361,883	350,000
Norfolk & Western Railway Co.	45,000	1,008,024	1,276,875
Norris Industries, Inc.	20,000	466,500	485,000
Northern Indiana Public Service Co.	41,900	719,878	801,338
Northern States Power Co. (Minn.)	14,300	344,154	425,425
Northwest Airlines, Inc.	9,200	166,505	197,800
Occidental Petroleum Corp.	22,000	431,869	552,750
Paccar, Inc.	2,300	109,575	104,650
Panhandle Eastern Pipeline Co.	25,000	751,658	1,159,375
Pay'n Save Corp.	6,800	98,892	169,150
Pennwalt Corp.	15,000	433,766	495,000
Peterson Howell & Heather, Inc.	16,800	246,735	256,200
Petrie Stores Corp.	2,000	80,172	160,000
Philadelphia National Corp.	16,700	379,125	488,475
Phillips Petroleum Co.	22,000	628,766	684,000
Pizza Hut, Inc.	7,000	197,181	256,375
Procter & Gamble Co.	23,432	1,805,884	1,994,649
Provident National Corp.	25,000	740,624	531,250
Public Service Co. of Indiana, Inc.	43,500	1,063,604	1,272,375
Quaker Oats Co.	16,500	363,075	369,188
Republic of Texas Corp.	20,000	552,875	567,500
Revco D. S., Inc.	41,400	782,859	812,475
Reynolds (R. J.) Industries, Inc.	19,600	1,061,179	1,210,300
Robertshaw Controls Co.	4,500	110,317	97,313
Rollins, Inc.	45,000	1,139,193	810,000
Royal Dutch Petroleum Co.	32,000	1,531,477	1,820,000
Safeway Stores, Inc.	4,000	170,800	166,500
St. Regis Paper Co.	36,000	1,046,015	1,170,000
Schlumberger, Ltd.	34,196	938,608	2,342,426
Scovill Manufacturing Co.	63,000	884,126	1,220,625
Sears Roebuck & Co.	57,866	1,496,061	1,743,213
Security Pacific Corp.	15,000	373,750	459,375
Smithkline Corp.	28,000	982,300	1,130,500
Smith's Transfer Corp.	6,000	108,205	114,000
Southern California Edison Co.	28,000	715,960	721,000
Square D Co.	35,000	625,847	910,000
Squibb Corp.	23,000	605,255	557,750
Standard Oil Co. (Indiana)	9,650	468,917	459,581
Standard Oil Co. (Ohio)	11,900	849,491	957,950
Stauffer Chemical Co.	11,953	415,580	409,390
Stewart-Warner Corp.	3,000	102,475	93,000
Sybron Corp.	40,000	1,122,231	710,000
Tektronics, Inc.	6,400	198,400	243,200

Statement of investments held

Equities	Shares	Cost	Market value
Common stocks—Continued			
Tenneco, Inc.	75,400	$2,331,490	$2,393,950
Tennessee Valley Bancorp., Inc.	12,000	346,350	153,000
Texaco, Inc.	10,000	245,232	281,250
Texas Eastern Corp.	48,500	1,446,262	2,097,625
Texas Gas Transmission Corp.	29,500	860,897	1,338,563
Texas Instruments, Inc.	8,550	837,409	707,513
Textron, Inc.	53,000	1,014,014	1,417,750
Time, Inc.	31,300	1,001,493	997,688
Transco Companies, Inc.	50,000	1,065,243	1,087,500
Transway International Corp.	22,100	544,220	535,925
Travelers Corp.	12,000	408,840	378,000
UAL, Inc.	10,500	214,149	207,375
Union Camp Corp.	15,000	787,288	761,250
Union Carbide Corp.	18,000	779,674	792,000
United Technologies Corp.	22,100	838,117	776,263
United Telecommunications, Inc.	25,000	467,438	506,250
U. S. Tobacco Co.	52,600	1,106,644	1,604,300
West-Point Pepperell, Inc.	35,000	1,162,792	1,211,875
Westmoreland Coal Co.	15,000	875,350	630,000
Total		$137,106,798	$159,620,265

Convertible securities		Par value or shares	Cost	Market value
Bonds				
American International Group, Inc.				
4%	July 1, 1997	$707,000	$726,294	$593,880
Caterpillar Tractor Co.				
5.50%	June 30, 2000	500,000	500,000	577,500
Digital Equipment Corp.				
4½%	Dec. 15, 2002	575,000	575,000	575,719
Gould, Inc.				
5%	Dec. 1, 1987	875,000	1,194,375	1,042,344
K Mart Corp.				
6%	July 15, 1999	500,000	559,063	525,000
Louisiana Land Offshore Exploration Co., Inc.				
5%	Oct. 1, 1982	1,250,000	827,875	1,218,750
Pennzoil Louisiana & Texas Offshore, Inc.				
6%	May 1, 1979	1,150,000	837,125	1,173,000
Tenneco Corp.				
6¼%	Oct. 1, 1992	450,000	412,875	498,375
Wal-Mart Stores, Inc.				
6½%	May 31, 1995	300,000	300,000	468,750
Preferred stocks				
Burlington Northern, Inc.				
$2.85		10,000	506,875	487,500
Ethyl Corp.				
$2.40 "A"		12,000	621,385	618,000
Reynolds Metals Co.				
$4.50 2nd		8,000	695,630	592,000
Southern Railway Co.				
$3.00 "A"		12,400	665,028	638,600
TRW, Inc.				
$4.50		9,000	633,970	630,000

Statement of investments held

Convertible securities	Par value or shares	Cost	Market value
Preferred stocks—Continued			
Textron, Inc.			
$2.08	$17,000	$561,753	$518,500
Travelers Corp.			
$2.00	31,900	1,326,402	1,180,300
United Technologies Corp.			
$7.32	10,000	1,142,567	1,070,000
$8.00	6,500	1,012,895	981,500
Total		$13,097,132	$13,389,718

Fixed income securities	Par value	Cost	Market value
Short term			
Atlantic Richfield Co.			
Demand Notes	$781,000	$781,000	$781,000
CIT Financial Corp.			
6.140% Oct. 12, 1977	770,000	770,000	770,000
Federated Department Stores			
Demand Notes	520,000	520,000	520,000
General Electric Co.			
Demand Notes	220,000	220,000	220,000
General Motors Acceptance Corp.			
Demand Notes	655,000	655,000	655,000
Household Finance Credit Corp.			
5.881% Oct. 3, 1977	475,000	475,000	475,000
International Harvester Credit Corp.			
6.140% Oct. 4, 1977	525,000	525,000	525,000
6.140% Oct. 13, 1977	1,125,000	1,125,000	1,125,000
National Rural Utilities Co-op Finance Corp.			
Demand Notes	400,000	400,000	400,000
Penney (J. C.) Financial Corp.			
5.502% Oct. 3, 1977	1,619,000	1,619,000	1,619,000
Sears Roebuck Acceptance Corp.			
6.015% Oct. 6, 1977	1,000,000	1,000,000	1,000,000
Tenneco Corp.			
Demand Notes	439,000	439,000	439,000
Westinghouse Credit Corp.			
6.118% Oct. 17, 1977	950,000	950,000	950,000
Total		$9,479,000	$9,479,000

Fixed income securities	Par value	Amortized cost	Market value
Other			
Abilene AFB Housing, Inc. (Mortgage)			
4% Aug. 1, 1982	$1,828,322	$1,841,983	$1,659,202
Alcan Aluminum, Ltd.			
4¾% Dec. 31, 1984	666,000	666,000	592,740
American Hoechst Corp.			
5¾% Nov. 1, 1986	1,675,000	1,675,000	1,520,063
American Savings & Loan Assn. (Calif.)			
7.25% June 1, 1982	130,000	130,000	129,025

Fixed income securities			Par value	Amortized cost	Market value
Other—Continued					
Anbel Leasing Corp.					
6½%	Nov. 30, 1992		$171,078	$171,078	$152,687
6½%	Feb. 15, 1993		172,025	172,025	153,532
6½%	Mar. 22, 1993		178,884	178,884	158,759
6½%	Apr. 15, 1993		189,157	189,157	168,349
6½%	May 15, 1993		184,481	184,481	164,188
Ashland Oil, Inc.					
8.20%	Aug. 15, 2002		2,500,000	2,515,912	2,496,875
BankAmericard Corp.					
7⅞%	Dec. 1, 2003		500,000	491,673	493,750
Bell Telephone Co. of Pennsylvania					
9.625%	July 15, 2014		850,000	950,541	945,625
Cameron Brown South, Inc. (Mortgage)					
7½%	May 15, 2007		598,612	575,135	574,667
Chesapeake & Potomac Telephone Co. of Virginia					
8.625%	Apr. 1, 2009		1,000,000	986,481	1,040,000
Churchill Falls (Labrador), Ltd.					
7¾%	Dec. 15, 2007		1,500,000	1,500,000	1,413,750
Clark Equipment Credit Corp.					
8%	Jan. 15, 1987		525,000	525,000	523,031
Commonwealth Edison Co.					
8⅛%	June 1, 2007		500,000	497,514	495,625
Continental, Inc. (Mortgage)					
7½%	May 15, 2007		2,014,176	1,935,183	1,933,609
Crocker National Corp.					
8¾%	Jan. 20, 1997		1,000,000	1,000,000	1,027,500
Erie Mining Co.					
4½%	July 1, 1983		574,000	566,462	467,810
European Economic Community Notes					
7⅝%	July 1, 1982		300,000	299,637	303,750
European Investment Bank					
8.625%	Apr. 1, 1984		1,000,000	999,677	1,027,500
Federal Home Loan Mortgage Corp.					
8.05%	Mar. 15, 2007	"A"	1,000,000	995,112	995,000
Federal National Mortgage Assn.					
7.35%	Apr. 10, 1984		250,000	251,247	249,375
7.95%	Sept. 10, 1984		2,500,000	2,641,582	2,553,125
7.30%	Dec. 10, 1986		250,000	248,656	246,563
7.80%	Oct. 10, 1991	"A"	300,000	304,604	301,125
7.05%	June 10, 1992		200,000	191,642	189,250
First International Bankshares					
9.75%	Nov. 15, 1999		500,000	553,341	540,625
Florida Power Corp.					
9%	Nov. 1, 2000		1,600,000	1,636,591	1,672,000
Ford Motor Credit Co.					
4¾%	Mar. 1, 1979		1,770,000	1,770,000	1,681,500
Four Corners Pipe Line Co.					
5%	Sept. 1, 1982		89,000	89,000	82,770
General Motors Acceptance Corp.					
8.15%	Aug. 15, 1986		1,500,000	1,510,408	1,535,625
8⅛%	Oct. 15, 1996		1,500,000	1,485,659	1,507,500
General Telephone Co. of Florida					
8.25%	Dec. 1, 2006		2,500,000	2,515,222	2,500,000
Great Canadian Oil Sands, Ltd.					
5¾%	July 1, 1991		1,440,000	1,440,000	1,224,000
Heller (Walter) & Co.					
8.10%	Feb. 1, 1987		2,550,000	2,550,000	2,559,563
Household Finance Corp.					
8⅜%	Oct. 1, 2003		1,000,000	1,001,211	1,005,000

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Fixed income securities		Par value	Amortized cost	Market value
Other—Continued				
Houston Lighting & Power Co.				
8¾%	Mar. 1, 2005	$400,000	$377,985	$416,000
8.375%	Oct. 1, 2006	2,100,000	2,151,110	2,118,375
Howe Sound Realty Corp.				
4.85%	June 1, 1986	710,113	710,113	610,697
IAC, Ltd.				
5¼%	Oct. 1, 1982	1,000,000	1,000,000	865,000
ICI Financial Corp.				
6.77%	Aug. 1, 1985	800,000	838,446	756,000
Imperial Savings & Loan Assn.				
7.70%	June 15, 1987	1,000,000	1,000,000	993,750
Instlcorp, Inc. (Mortgage)				
A-16 5%	Dec. 31, 1991	772,453	747,905	656,584
A-19 4.94%	Dec. 31, 1991	640,128	619,944	542,508
A-29 5.25%	June 30, 1992	292,737	292,629	251,022
International Bank for Reconstruction & Development				
8.15%	Jan. 1, 1985	1,500,000	1,492,643	1,526,250
8.60%	July 15, 1985	500,000	500,000	520,625
9.35%	Dec. 15, 2000	450,000	450,000	486,000
8.375%	Dec. 1, 2001	585,000	594,422	585,731
Manufacturers Hanover Corp.				
8⅛%	Aug. 15, 2007	2,000,000	2,002,497	1,990,000
Marylan l National Corp.				
8%	Dec. 15, 1986	2,025,000	2,025,000	2,022,469
Mercantile Texas Corp.				
8⅞%	Sept. 15, 1997	1,000,000	997,969	1,017,500
Michigan Bell Telephone Co.				
9.60%	Oct. 1, 2008	1,250,000	1,395,416	1,389,063
8⅛%	June 1, 2015	1,000,000	997,512	1,003,750
Michigan National Bank				
9½%	Mar. 1, 1982	1,000,000	1,000,000	1,042,500
Mobil Corp.				
8½%	June 15, 2001	1,500,900	1,486,017	1,547,803
National Fuel Co.				
8⅝%	Feb. 15, 1997	1,000,000	1,000,000	1,000,000
Natural Gas Pipeline Co. of America				
8.20%	Aug. 1, 1986	1,000,000	1,006,396	1,025,000
New England Power Co.				
8.375%	Dec. 1, 2003	650,000	664,226	637,813
New Jersey Bell Telephone Co.				
8.25%	Feb. 15, 2016	400,000	402,436	405,000
New York Telephone Co.				
8¼%	Oct. 15, 2015	1,500,000	1,484,121	1,515,000
Northern Indiana Public Service Co.				
8⅜%	Oct. 15, 2006	1,500,000	1,485,394	1,520,625
Ohio Edison Co.				
8.50%	Dec. 1, 2006	815,000	826,937	811,944
Province of Ontario, Canada				
9¼%	Aug. 1, 2000	1,000,000	1,000,000	1,057,500
Public Service Electric & Gas Co.				
8¼%	June 1, 2007	1,000,000	1,002,479	997,500
Quebec Hydro-Electric Commission				
8.25%	Jan. 1, 2004	1,500,000	1,424,912	1,380,000
9.75%	Aug. 1, 2005	400,000	396,286	415,000
8.60%	Sept. 15, 2006	955,000	955,000	909,638
Republic of Texas Corp.				
9.375%	July 1, 2001	600,000	604,289	648,000
Shell Oil Co.				
5%	Mar. 15, 1991	1,533,333	1,533,333	1,249,666

Statement of investments held

Fixed income securities			Par value	Amortized cost	Market value
Other—Continued					
Sohio/BP Trans Alaska Pipeline Cap., Inc.					
	10⅝%	Jan. 1, 1998	$1,000,000	$998,316	$1,105,000
Southern Railway Co.					
	8½%	Oct. 15, 2001	1,500,000	1,497,588	1,522,500
Southwestern Bell Telephone Co.					
	8½%	Mar. 15, 2016	1,050,000	1,073,356	1,089,375
Sperry Rand Financial Corp.					
	7.875%	Feb. 1, 1985	400,000	399,450	400,000
Standard Oil Co. of Indiana					
	7⅞%	Aug. 1, 2007	1,000,000	1,003,747	997,500
Standard Oil Co. of Ohio					
	7½%	Dec. 1, 1986	500,000	500,608	497,500
Tenneco, Inc.					
	8.375%	Apr. 1, 2002	2,100,000	2,094,852	2,126,250
Twelve Federal Intermediate Credit Banks					
	6.95%	Jan. 5, 1987	750,000	731,126	720,938
Twelve Federal Land Banks					
	8.10%	July 22, 1985	1,000,000	1,000,000	1,035,000
United Airlines, Inc.					
	5%	Feb. 1, 1984	1,400,000	1,400,000	1,235,500
U. S. Treasury Bonds					
	7¼%	Aug. 15, 1992	2,500,000	2,437,791	2,450,775
	7⅞%	Feb. 15, 2000	1,000,000	1,033,316	1,021,250
U. S. Treasury Notes					
	7%	Nov. 15, 1983	540,000	542,707	537,300
	7⅞%	May 15, 1986	1,000,000	1,002,906	1,032,500
	8%	Aug. 15, 1986	350,000	356,731	364,875
UT Credit Corp.					
	8.25%	July 1, 2002	1,700,000	1,700,000	1,678,750
Utah Power & Light Co.					
	8.375%	Sept. 1, 2006	1,500,000	1,481,813	1,496,250
	Total			$90,955,822	$89,510,634

Carnegie Corporation of New York
Schedule 2
Statement of
General administration, program management and investment expenditures
for the year ended September 30, 1977
with comparative totals for the year ended September 30, 1976

	1977			
	General administration and program management expenditures	Investment expenditures	Total	1976 Total
Salaries	$986,873	$49,625	$1,036,498	$1,020,616
Investment advisory and custody fees	—	502,399	502,399	469,206
Employee benefits	279,269	14,004	293,273	436,844
Rent	230,658	11,693	242,351	232,422
Annual and quarterly reports	92,788	4,704	97,492	84,395
Travel	88,964	—	88,964	75,909
Consultants	49,378	2,503	51,881	55,134
Office services, equipment, and supplies	49,006	2,484	51,490	46,622
Postage, telephone, and telegraph	38,355	1,944	40,299	34,914
Trustees' honoraria and expenses	31,349	6,651	38,000	36,880
Conferences and meetings	27,299	1,384	28,683	23,132
Legal, accounting, and financial services	17,117	6,820	23,937	29,741
Copying and duplicating services	12,859	652	13,511	14,023
Membership fee	10,000	—	10,000	10,000
Books and periodicals	9,010	457	9,467	8,452
Pensions	6,887	—	6,887	6,887
Miscellaneous	21,217	1,076	22,293	4,542
	1,951,029	606,396	2,557,425	2,589,719
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	(83,278)	(4,222)	(87,500)	(75,000)
	$1,867,751	$602,174	$2,469,925	$2,514,719*

* *Includes $580,548 of investment expenditures.*

Carnegie Corporation of New York
Schedule 3

Statement of appropriations and payments

for the year ended September 30, 1977

This schedule shows all payments made during the fiscal year 1976-77 from appropriations of that year and the preceding years. Numbers preceded by B or X identify the resolutions by the board (or by the former executive committee, respectively.)

Summary of grant appropriations and payments

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	$10,648,085	$11,550,556	$12,156,889	$10,041,752
For purposes in Commonwealth	899,287	1,646,788	789,138	1,756,937
	$11,547,372	$13,197,344	$12,946,027	$11,798,689
Less refunds and write-offs	350,765			
	$11,196,607			

Summary of appropriations for studies administered by the officers

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	$1,307,499	$344,625	$414,712	$1,237,412
For purposes in Commonwealth	25,800	3,014		28,814
	1,333,299	$347,639	$414,712	$1,266,226
Less refunds and write-offs	678			
	$1,332,621			

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute				
Program on policy issues in African-American relations (B3879)		$128,088	$57,036	$71,052
Alabama, University of				
Support of the Institute of Higher Education Research and Services (B3874)		55,080	36,720	18,360
Alaska Methodist University				
Improvement of education of Alaskan native students (B3661)		4,000	4,000[a]	
American Arbitration Association				
Support of a program of training and technical assistance (B3995)	$425,000			425,000
American Association of Community and Junior Colleges				
Study of women students in occupational programs at community and junior colleges (B3932, B3954)	3,940	50,150	54,090	
American Association of State Colleges and Universities				
Support of the Servicemen's Opportunity College program (B3771)		114,821	74,819	40,002
American Civil Liberties Union Foundation				
Educational activities of the Women's Rights Project (B3884)		116,460	55,480	60,980
American Council of Learned Societies				
Fellowships (B3886)		500,000	100,000	400,000
American Council on Education				
Support of the Policy Analysis Service (B3767)		150,000	50,000	100,000
Support of the Overseas Liaison Committee (B3813)		26,000	26,000	
Support of the Task Force on Educational Credit and Credentials (B3868)		64,400	64,400	
Financial aid for women attending sessions of the Institute for College and University Administrators (B3881)		7,500	7,500	
Improvement of the status of women in academic administration (B3962)	195,000		83,200	111,800
American Ditchley Foundation				
Support of an international conference on young people in contemporary industrial society (B3954)	15,000		15,000	
American Friends Service Committee				
Support of the Title I Parent Advisory Council Project of the Southeastern Public Education Program (B3915)		165,000	110,000	55,000
Support of the Chicago Public Education Project (B3967)	150,000		60,000	90,000

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
American Society for Training and Development				
Study of the professional competencies needed by individuals concerned with employee training and development in industry and government (B3954)	$15,000			$15,000
American Studies Association				
Support of the National American Studies Faculty (B3832)		$25,000	$25,000	
Antioch College				
Development of Cooperative Assessment of Experiential Learning II (B3954)	15,000		15,000	
Appalachian State University				
Experiment in time-shortened degrees (B3639)		17,450	17,450	
Aspira of New York				
Development of a research, planning, and evaluation unit (B3804)		47,020	47,020	
Association of American Colleges				
Support of the Academic Collective Bargaining Information Service (B3887)		212,500	150,000	62,500
Support of the Project on the Status and Education of Women (B3902)		262,500	262,500	
Support of two conferences on collective bargaining techniques for college and university personnel (B3954)	11,765		11,765	
Association of American Colleges				
Study of the effect of arbitration decisions on higher education (B3954)	7,850		7,850	
Association of American Universities				
Support of the restructuring and expansion of the Association (B3954)	15,000		15,000	
Atlanta University Center				
Support of the Atlanta Fellows and Intern Program (B3929)		66,700	66,700	
Ball State University				
Fellowships in the Doctor of Arts program (B3789)		7,000	7,000	
Boston College				
Study of the effects of standardized testing (B3900)		152,343	101,562	50,781
Boston University				
Support of a program of extra-departmental courses and degrees (B3700)		150,000		150,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Brookings Institution				
Support of studies in public budgeting (B3990)	$150,000		$50,000	$100,000
Brookline, Public Schools of				
Support of the Brookline Early Education Project (B3951)	703,820		374,604	329,216
Bryn Mawr College				
Development of a master's degree program in law and social policy (B3931)		$48,950	48,950	
California, University of, Berkeley				
Training program for key personnel in early childhood programs (B3721)		42,031	42,031	
Support of the Childhood and Government Project (B3748)		166,666	166,666	
Support of the Bay Area Writing Project (B3926)		173,207	110,985	62,222
California, University of, Los Angeles				
Study of child development in alternative life styles (B3970)	377,770		116,968	260,802
California, University of, Santa Cruz				
Student support services at Oakes College (B3985)	323,700		5,000	318,700
Carnegie Foundation for the Advancement of Teaching				
Preparation of a report on issues relating to minority admissions (B3954)	15,000		15,000	
Carnegie Institution of Washington				
Postdoctoral fellowships in the natural sciences (B3611, B3997)	360,000	80,000	80,000	360,000
Carnegie-Mellon University				
Development of the Doctor of Arts program and fellowships (B3780)		25,000	25,000	
Catholic University of America				
Fellowships in the Doctor of Arts program (B3782)		10,000	10,000	
Cedar Crest College				
Sixteen-college internship program in college administration for recent women graduates (B3682, B3934)		143,050	143,050	
Center for New Schools				
Study of school-related advocacy groups (B3986)	268,000		60,524	207,476
Center for Research Libraries				
Development of a national lending library of journals (B3591)		200,000	155,000	45,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Center for the Study of Public Policy				
Research and writing on the determinants of economic success (B3954)	$11,827		$11,827	
Children's Hospital Medical Center				
Training program in child development for pediatricians (B3916)		$32,175	15,775	$16,400
Citizens' Council for Ohio Schools				
Support of two projects to improve public elementary and secondary education (B3968)	71,800		47,300	24,500
City Missionary Society				
Program to improve the reading skills of black children (B3866)		124,460	124,460	
Clark University				
Study of the feasibility of merging the libraries of Clark University, College of the Holy Cross, and Worcester Polytechnic Institute (B3954)	15,000		15,000	
Research on the social development of young children (B4001)	45,650		22,400	23,250
College and University Personnel Association				
Expansion of the administrative compensation survey to include "pipeline" data on women and the minorities (B3954)	15,000		15,000	
Committee on Institutional Cooperation				
Development of upper-division correspondence courses (B3945)	486,000		109,500	376,500
Commonweal				
Study of feasibility of research on environmental stress on children (B3954)	15,000		15,000	
Cooper Union for the Advancement of Science and Art				
Visiting professorships and development of new engineering courses (B3747)		120,000		120,000
Cornell University				
Cooperative extension pilot program in family day care (B3864)		66,400	66,400	
Development of educational programs for working women in New York (B3947)	95,600		95,600	
Council for Interinstitutional Leadership				
Project on cost savings in higher education through consortia (B3996)	121,200		58,325	62,875
Council for Public Interest Law				
Support of the Fund for Public Interest Law (B4003)	275,000		25,000	250,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council for the Advancement of Small Colleges				
Research and management project for liberal arts colleges (B3815)		$130,500	$96,000	$34,500
Council on Interracial Books for Children				
Support of a resource and publications center on racism and sexism (B3835)		100,000	75,000	25,000
Council on Library Resources				
Programs to improve the management of research libraries (B3959)	$500,000		74,000	426,000
Crystal City Independent School District				
Internship program in school administration (B3820)		83,719	83,719	
Drake University				
Fellowships in the Doctor of Arts program (B3789)		7,000		7,000
Earl Warren Legal Training Program				
Scholarships at southern law schools and postgraduate internships and externships for black lawyers (B3707)		461,625	344,375	117,250
Educational Change				
Annotated resource handbook for faculty (B3954)	8,900		8,900	
Educational Testing Service				
Cooperative development of assessment procedures for experiential learning (B3816)		48,033	48,033	
Development of minimum performance standards for reading by elementary school pupils (B3965)	310,000		180,000	130,000
Education Commission of the States				
Development of a postsecondary education finance program (B3960)	200,000		90,000	110,000
Support of four regional workshops on minimum competency assessment (B3954)	15,000		15,000	
Education Development Center				
Program of consulting and training for school principals (B3819)		75,000	75,000	
Study of mathematics achievement tests for grades four through six (B3837, B3978)	163,000	47,452	142,452	68,000
Equal Rights Advocates				
Review of the materials and methods of the teaching law firm (B3954)	15,600		15,000	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Family Service Association of Nassau County				
Research on a home training program for parents of preschool children (B3952)	$300,245		$100,428	$199,817
Feminist Press				
Development of high school curricular materials on the changing roles of women (B3836)		$70,000	50,000	20,000
Florida, University of				
Postgraduate, preprofessional program for minority students (B3834)		60,794	36,794	24,000
Foundation Center				
Support (B3801)		50,000	50,000	
Georgetown University				
Support of the National Military Discharge Review Project of the Law Center (B3919)		100,000	100,000	
George Washington University				
Support of a radio series on education (B4006)	180,420		94,503	85,917
Georgia, University of				
Development of the Learning to Learn teacher education program (B3969)	200,945		80,873	120,072
Greater Newark Urban Coalition				
Support of the New Jersey Education Reform Project (B3976)	148,400		62,562	85,838
Harvard University				
Study of child-rearing practices in the development of competence (B3719)		72,470	72,470	
Longitudinal study of temperamental attributes in children (B3891)		24,525	24,525	
Recruitment of and financial aid for women to attend the Institute for Educational Management (B3881)		7,000	2,000	5,000
Research on measuring the effectiveness of urban schools (B3963)	206,340		206,340	
High/Scope Educational Research Foundation				
Study of the long-term impact of early education programs for disadvantaged children (B3806)		146,990	46,410	100,580
Planning the development of tests of productive language competence (B3964)	97,330		97,330	
Idaho State University				
Fellowships in the Doctor of Arts program (B3783)		10,000	10,000	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Illinois State University				
Fellowships in the Doctor of Arts program (B3790)		$7,000	$7,000	
Illinois, University of, at Chicago Circle				
Development of the Doctor of Arts program and fellowships (B3781)		21,666		$21,666
Institute for Services to Education				
Support (B3984)	$500,000		100,000	400,000
Intercultural Development Research Association				
Support of the school finance reform program (B3948)	240,000		80,000	160,000
International Council for Educational Development				
Travel expenses of American participants in a seminar in Australia on the funding of postsecondary education (B3954)	14,423		14,423	
Interuniversity Communications Council, Inc.				
Support of the Planning Council on Computing in Education and Research (B3831)		50,000	50,000	
Johns Hopkins University				
Conferences of American legislators with British parliamentarians and African leaders (B3471)		7,956		7,956
Conferences on Africa of American legislators with British and Canadian parliamentarians (B3893)		111,889	29,065	82,824
Law Students Civil Rights Research Council				
Support of recruitment, retention, and summer internship programs for students in southern law schools (B3798)		150,000	150,000	
Lawyers' Committee for Civil Rights Under Law				
Support of the Federal Education Program Project (B3863)		219,250	219,250	
League of Women Voters Education Fund				
Support of educational programs (B3944)	25,000		25,000	
Learning to Learn School				
Development and pilot testing of early education teacher-training materials (B3865)		1,175	1,175	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Lehigh University				
Fellowships in the Doctor of Arts program (B3784)		$10,000	$10,000	
Martha Stuart Communications				
Planning a television series for parents (B3954)	$15,000		15,000	
Maryland, University of				
Study of part-time employment of college and university faculty (B3954)	15,000		15,000	
Massachusetts Advocacy Center				
Training in child advocacy in public education (B3949)	150,000		50,000	$100,000
Medical and Health Research Association of New York City				
Research on the psychological development of children in infant day care (B3881)		15,000	15,000	
Metropolitan Applied Research Center				
Research and writing on race relations in the United States (B3777)		19,325		19,325
Mexican American Legal Defense and Educational Fund				
Program in education litigation (B3971)	250,000		125,000	125,000
Experimental direct-mail campaign to solicit support (B3954)	15,000		15,000	
Miami, University of				
Fellowships in the Doctor of Arts program (B3785)		10,000	10,000	
Michigan, University of				
Fellowships in the Doctor of Arts program (B3792)		7,000	7,000	
Implementation of academic evaluation and planning procedures (B3901)		48,500	30,900	17,600
Middle Tennessee State University				
Fellowships in the Doctor of Arts program (B3791)		7,000	7,000	
Mississippi, University of				
Fellowships in the Doctor of Arts program (B3786)		10,000	10,000	
Mount Holyoke College				
Interdisciplinary program in administrative processes (B3736)		47,500	47,500	
NAACP Special Contribution Fund				
Research and legal expenses in education litigation (B3908)		150,000	100,000	50,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Nairobi College				
Research and community education project on school finance (B3898)		$100,000	$100,000	
National Association of Bank Women Educational Foundation				
Bachelor's degree program for bank women (B3933)		57,900	57,900	
National Association of Student Personnel Administrators				
Financial aid for participants in the NASPA/ACE Institute for Chief Student Personnel Officers (B3778)		5,000	5,000	
National Coalition of ESEA Title I Parents				
Support of a National Parent Center (B3936)		150,000	100,000	$50,000
National Committee for Citizens in Education				
Support of the Citizens' Training Institute (B3937)		100,250	100,250	
National Committee for Responsive Philanthropy				
Support (B4005)	$50,000		25,000	25,000
National Council of La Raza				
Study of Title I programs for migrant children (B3999)	100,000		66,500	33,500
National Council of Organizations for Children and Youth				
Expansion of membership and services (B3950)	122,000		75,483	46,517
National Information Bureau				
Support (B3954)	5,250		5,250	
National Manpower Institute				
Support of the National Center for Educational Brokering (B3975)	186,000		67,000	119,000
National Urban Coalition				
Support and technical assistance to community groups involved in school finance activities (B3796)		80,000	41,442	38,558
Support of the School Finance Reform Project (B3987)	114,000		59,500	54,500
National Urban Fellows				
Support (B3980)	70,000		42,500	27,500
National Women's Education Fund				
Study of women's campaign experiences and the production of audio-visual materials on campaign techniques (B3954)	15,000		15,000	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Native American Rights Fund				
Internship program for recent Indian law graduates (B3854)		$64,860	$64,860	
Navajo Tribe, Division of Education				
Training program for Navajo school administrators (B3766, B3977)	$253,805	59,519	112,769	$200,555
New Mexico, University of				
Revision of the *Handbook of Federal Indian Law* (B4004)	98,000		98,000	
New York City School District of				
Development of minimum performance standards for reading by elementary school pupils (B3966)	150,000		100,000	50,000
New York, City University of, Staten Island Community College				
Curriculum development and coordination for a cooperative school-college program (B3770)		28,800	28,800	
New York Civil Liberties Union Foundation				
Data collection and analysis by the Statewide Youth Advocacy Project (B3954)	15,000		15,000	
New York, University of the State of				
Development of Doctor of Arts programs (B3869)		298,700	198,700	100,000
Evaluation of educational programs offered by non-collegiate organizations (B3904)		202,000	128,750	73,250
Development of tests of reading ability (B3899, B3988)	475,000	107,400	230,900	351,500
North Carolina Center for Public Policy Research				
Support (B3989)	150,000		60,000	90,000
North Carolina, University of, at Chapel Hill				
Child development research and demonstration program (B3722)		31,258	31,258	
North Dakota, University of				
Fellowships in the Doctor of Arts program (B3793)		7,000	7,000	
Northeastern University				
Assessment of the school/university pairings developed as part of the Boston school desegregation process (B3954)	15,000		15,000	
Northern Colorado, University of				
Fellowships in the Doctor of Arts program (B3787)		10,000	10,000	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
NOW Legal Defense and Education Fund				
Support of the Project on Equal Education Rights (B3998)	$275,000		$81,000	$194,000
Oakland Unified School District				
Training program for secondary-school administrators in the Bay Area (B3697)		$91,088	91,088	
Organization of American Historians				
Support of the United States Newspaper Project (B3954)	14,930		14,930	
Pittsburgh, University of				
Planning a study of the social functions of school testing (B3954)	14,650		14,650	
Pizzo, Peggy Daly				
Study of parent organizations (B4002)	22,200		11,100	11,100
Population Education, Inc.				
Special studies program of the Project on Human Sexual Development (B3938)		111,900	81,500	30,400
Puerto Rican Institute for Social Research				
Development of a profile of Puerto Ricans in metropolitan New York (B3824)		94,800	94,800	
Puerto Rican Legal Defense and Education Fund				
Projects related to education (B3847)		100,000	100,000	
Radcliffe College				
Fellowship program at the Radcliffe Institute for nontenured faculty women in the greater Boston area (B3870)		269,350	50,125	219,225
Research Libraries Group				
Development of a computer-based access system to the Library of Congress (B3912)		134,200	134,200	
Rockefeller University				
Research on the cultural differences in language usage and school behavior (B3749)		106,135	106,135	
Research on subcultural variations in the development of cognitive skills (B3807)		175,000	115,000	60,000
Writing on standardized testing (B3954)	15,000		15,000	
Seattle University				
Development of a six-year baccalaureate degree program commencing with the ninth grade of secondary school (B3833)		36,000	36,000	

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Simon's Rock				
Development of a bachelor of arts program (B3905)		$178,500	$87,300	$91,200
Smithsonian Institution				
Support of a conference on government reorganization under the auspices of the Woodrow Wilson International Center for Scholars (B3954)	$15,000		15,000	
Social Science Research Council				
Research training fellowships and program development (B3867)		330,000	110,000	220,000
Southern Association of Colleges and Schools				
Program of assistance to predominantly black colleges (B3701)		96,825	96,825	
Southern California, University of				
Computer taping of writing samples collected by the National Assessment of Educational Progress (B3954)	7,625		7,625	
Southern Regional Council				
Support of the Southern Governmental Monitoring Project (B3907)		245,000	200,000	45,000
Southern Regional Education Board				
Training for child care delivery in the South (B3890)		144,575	72,835	71,740
Program to stimulate reform in undergraduate education (B3913)		147,640	72,230	75,410
Southwest Voter Registration Education Project				
Media campaign to promote voter education and planning for fund raising activities (B3918)		15,000	15,000	
Stanford University				
Clinical legal training program in sex discrimination (B3903)		150,000	100,000	50,000
Syracuse Research Corporation				
Support of the Regional Learning Service of Central New York (B3808, B3974)	128,000	75,000	157,000	46,000
Teachers College, Columbia University				
Research on the history of American education (B3629)		153,736		153,736
Temporary State Commission on the Future of Higher Education				
Support (B3961)	35,000		35,000	
Tennessee, University of				
Training and research program in biomedical sciences for black college students and faculty (B3809)		139,800	90,200	49,600

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Texas Southern University				
Support of the Houston Urban Fellows and Intern Program (B3930)		$225,000	$145,000	$80,000
Union of Independent Colleges of Art				
Support of cooperative activities (B3888)		121,500	68,500	53,000
United Negro College Fund				
Study of the impact of predominantly black college environments on black students (B3928)		86,100	86,100	
Voter Education Project				
Media and direct-mail campaign to promote voter education and solicit funds (B3917)		14,000	14,000	
Washington Research Project				
Support of the Children's Defense Fund (B3862)		435,000	230,000	205,000
Washington, University of				
Fellowships in the Doctor of Arts program (B3794)		7,000		7,000
Wellesley College				
Support of the Center for the Study of Women in Higher Education and the Professions (B3914)		106,450	106,450	
Development of career counseling workshops for women with Ph.D.'s under the auspices of Higher Education Resource Services (B3946)	$82,700		44,000	38,700
Wells College				
Planning a national educational program for women in public life (B3954)	15,000		15,000	
Western Service Systems				
Support of the Chicano Education Project (B3897)		125,000	125,000	
Women's Action Alliance				
Support of the Non-Sexist Child Development Project (B3979)	180,000		75,000	105,000
Yale University				
Study of the relationship between thought and language in young children (B3754)		40,950	40,950	
Support of research projects at the Center for the Study of Independent Institutions (B3991)	250,000		50,000	200,000
Youth Project				
Support (B3797)		150,000	125,000	25,000

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Conditional Grant (B3768)		$200,000	$200,000[a]	
Total (United States)	$10,648,085	$11,550,556	$12,156,889	$10,041,752
Studies and Programs Administered by the Officers				
Dissemination of results of Corporation grants (B3956)	$12,807		$12,807	
Program development and evaluation fund (B3880, B3957)	80,192	$3,900	(64[a] (80,528	$3,500
Project on Race and Social Policy (B3881)		34	34	
Study of independence and accountability in the contract state (X3355)		13,982	3,500	10,482
Carnegie Commission on the Future of Public Broadcasting (B3983)	1,000,000		24,652	975,348
Carnegie Council on Children (B3753, B3940, B4000)	214,500	326,709	293,127	248,082
Total Studies and Programs Administered by the Officers	$1,307,499	$344,62[illegible]	$414,712	$1,237,412

[a] *Written off; included in total payments.*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute				
Program on policy issues in African-American relations (B3879)		$64,045	$28,519	$35,526
Africa Travel Program (B3972)	$581,000		188,000	393,000
American Council on Education				
Support of the Overseas Liaison Committee (B3813)		52,000	52,000	
Association for Teacher Education in Africa				
Support (B3757)		49,545	49,545	
Association of Caribbean Universities and Research Institutes				
Support (B3955)	15,000		15,000	
Build a Better Society				
Expenses of a consultant on community organization and social planning (B3955)	3,422		2,422	1,000
Botswana, Lesotho, and Swaziland, University of				
Training and development activities of the Faculty of Education (B3550)		39,153	39,153	
Ghana, University of				
Support of the Institute of Journalism and Communication (B3655)		56,000	27,000	29,000
Support of the Language Centre (B3953)	150,000		47,500	102,500
Ibadan, University of				
Support of the International Centre for Educational Evaluation (B3651)		110,644	13,359	97,285
Ife, University of				
Support of the Institute of Education (B3800)		164,000		164,000
International Cooperative Alliance				
Expenses of eight resource people to attend a regional seminar on the promotion of small-scale industries for women through cooperatives (B3955)	7,750		7,750	
Jamaica Women's Bureau				
Support of two project officers (B3955)	15,000		15,000	
Lesotho, National University of				
Support for a staff position in the Faculty of Education (B3882)		7,275	7,275	
Makerere University				
Program of research, curriculum revision, and staff development for primary teacher training in Uganda (X3450)		102,000		102,000

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Nairobi, University of				
Support of the Bureau of Educational Research (B3779, B3920)		$298,500	$36,500	$262,000
Science Education Programme for Africa				
Research and training in evaluation in collaboration with the University of Ibadan (B3652)		81,126		81,126
Sierra Leone, University of				
Establishment of a University planning unit (B3892)		302,200		302,200
South Pacific, University of the				
Support of regional educational activities (B4008)	$102,000		102,000	
Teachers College, Columbia University				
Fellowships for African educators (B3613, B3814)		220,300	99,000	121,300
United States-South Africa Leader Exchange Program				
Career development program for black South Africans (B3878)		100,000	50,000	50,000
West Indies, University of the				
Support of the activities of the Steering Committee for the Integration of Women in Development in the Caribbean (B3955)	15,000			15,000
Witwatersrand, University of the				
Expenses of a consultant on clinical legal education (B3955)	3,865		2,865	1,000
World Education				
Travel expenses of participants from Ghana and Sierra Leone in a needs assessment and evaluation seminar (B3955)	6,250		6,250	
Total (Commonwealth)	$899,287	$1,646,788	$789,138	$1,756,937
Studies and Programs Administered by the Officers				
Evaluation of Institutes of Education in African Universities (B3572)		$3,014		$3,014
Publication and distribution of pamphlets on income-generating projects for women in developing countries (B4007)	$25,800			25,800
Total Studies and Programs Administered by the Officers	$25,800	$3,014		$28,814

[a] *Written off; included in total payments.*

Adjustments of grant appropriations (United States)

Not required: cancelled (listed above)	*$298,814*
Refunds from grants made in prior years	
1931-32 Encyclopaedia of the Social Sciences (B 915)	*38*
1966-67 American Council of Learned Societies (B 3304)	*532*
1968-69 Harvard University (B 3368)	*13,005*
1970-71 New Mexico Health and Social Services Department (X 3437)	*2,673*
1971-72 California State University and Colleges Foundation (B 3511)	*2,717*
1971-72 Columbia University-Teachers College (X 3460)	*201*
1972-73 University of California-Berkeley (B 3665)	*114*
1972-73 University of Southern California (B 3596)	*161*
1973-74 Temple University (B 3715)	*4,116*
1974-75 University of California-Berkeley (B 3778)	*45*
1974-75 Board of Education of the City of New York (B 3778)	*744*
1974-75 Puerto Rican Institute for Social Research (B 3824)	*15,082*
1974-75 University of Wisconsin (B 3778)	*148*
1975-76 Claremont Colleges (B 3781)	*4,413*
1975-76 Education Commission of the States (B 3881)	*112*
1975-76 National Academy of Sciences (B 3881)	*1,016*
1975-76 Project on Race and Social Policy (B 3881)	*614*
	$344,595

Adjustments of grant appropriations (Commonwealth)

1975-76 African-American Institute (B 3882)	*$ 472*
1975-76 University of California-Berkeley (B 3882)	*1,548*
1975-76 Center for Intergroup Studies (B 3882)	*4,828*
	$ 6,848

Addresses of grant recipients

Grant recipients—United States

African-American Institute
833 United Nations Plaza
New York, New York 10017

Alabama, University of
University, Alabama 35486

Alaska Methodist University
Anchorage, Alaska 99504

American Arbitration Association
140 West 51st Street
New York, New York 10020

American Association of Community and Junior Colleges
One DuPont Circle, N.W.
Washington, D. C. 20036

American Association of State Colleges and Universities
One DuPont Circle, N.W.
Washington, D. C. 20036

American Civil Liberties Union Foundation
22 East 40th Street
New York, New York 10016

American Council of Learned Societies
345 East 46th Street
New York, New York 10017

American Council on Education
One DuPont Circle, N.W.
Washington, D. C. 20036

American Ditchley Foundation
39 East 51st Street
New York, New York 10022

American Friends Service Committee
1501 Cherry Street
Philadelphia, Pennsylvania 19102

American Studies Association
4025 Chestnut Street, T-7
University of Pennsylvania
Philadelphia, Pennsylvania 19174

Antioch College
Yellow Springs, Ohio 45387

Appalachian State University
Boone, North Carolina 28608

Aspira of New York, Inc.
296 Fifth Avenue
New York, New York 10001

Association of American Colleges
1818 R Street, N.W.
Washington, D. C. 20009

Association of American Universities
One DuPont Circle, N.W.
Washington, D. C. 20036

Atlanta University Center
360 Westview Drive, S.W.
Atlanta, Georgia 30310

Ball State University
Muncie, Indiana 47306

Boston College
Chestnut Hill, Massachusetts 02167

Boston University
Boston, Massachusetts 02215

Brookings Institution
1775 Massachusetts Avenue, N.W.
Washington, D. C. 20036

Brookline, Public Schools of
Brookline, Massachusetts 02146

Bryn Mawr College
Bryn Mawr, Pennsylvania 19010

California, University of, Berkeley
Berkeley, California 94720

California, University of, Los Angeles
Los Angeles, California 90024

California, University of, Santa Cruz
Santa Cruz, California 95064

Carnegie Foundation for the Advancement of Teaching
437 Madison Avenue
New York, New York 10022

Carnegie Institution of Washington
1530 P Street, N.W.
Washington, D. C. 20005

Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

Catholic University of America
Washington, D. C. 20064

Cedar Crest College
Allentown, Pennsylvania 18104

Center for New Schools
59 East Van Buren Street
Chicago, Illinois 60605

Center for Research Libraries
5721 Cottage Grove Avenue
Chicago, Illinois 60637

Center for the Study of Public Policy
123 Mt. Auburn Street
Cambridge, Massachusetts 02138

Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

Citizens' Council for Ohio Schools
517 The Arcade
Cleveland, Ohio 44114

City Missionary Society
14 Beacon Street
Boston, Massachusetts 02108

Clark University
Worcester, Massachusetts 01610

College and University Personnel Association
One DuPont Circle, N.W.
Washington, D. C. 20036

Committee on Institutional Cooperation
820 Davis Street, Suite 130
Evanston, Illinois 60201

Commonweal
Bolinas, California 94924

Cooper Union for the Advancement of Science and Art
Cooper Square
New York, New York 10003

Cornell University
Ithaca, New York 14853

Council for the Advancement of Small Colleges
One DuPont Circle, N.W.
Washington, D. C. 20036

Council for Interinstitutional Leadership
8606 Jones Mill Road
Washington, D. C. 20015

Council on Interracial Books for Children
1841 Broadway
New York, New York 10023

Council on Library Resources
One DuPont Circle, N.W.
Washington, D. C. 20036

Council for Public Interest Law
1250 Connecticut Avenue, N.W.
Washington, D. C. 20036

Crystal City Independent School District
805 East Crockett Street
Crystal City, Texas 78839

Drake University
Des Moines, Iowa 50311

Earl Warren Legal Training Program
10 Columbus Circle
New York, New York 10019

Education Commission of the States
Lincoln Tower, Suite 300
1860 Lincoln Street
Denver, Colorado 80203

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Educational Change
NBW Tower
New Rochelle, New York 10801

Educational Testing Service
Princeton, New Jersey 08540

Equal Rights Advocates
433 Turk Street
San Francisco, California 94102

Family Service Association of Nassau County
129 Jackson Street
Hempstead, New York 11550

Feminist Press
State University of New York College at Old Westbury
Box 334
Old Westbury, New York 11568

Florida, University of
Gainesville, Florida 32611

Foundation Center
888 Seventh Avenue
New York, New York 10019

Georgetown University
Washington, D. C. 20057

George Washington University
Washington, D. C. 20052

Georgia, University of
Athens, Georgia 30602

Greater Newark Urban Coalition
Federal Trust Building, Suite 605
24 Commerce Street
Newark, New Jersey 07102

Harvard University
Cambridge, Massachusetts 02138

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197

Idaho State University
Pocatello, Idaho 83201

Illinois State University
Bloomington-Normal, Illinois 61761

Illinois, University of, at Chicago Circle
Box 4348
Chicago, Illinois 60680

Institute for Services to Education
2001 S Street, N.W.
Washington, D. C. 20009

Intercultural Development Research Association
5835 Callaghan Road, Suite 350/111
San Antonio, Texas 78228

International Council for Educational Development
680 Fifth Avenue
New York, New York 10019

Interuniversity Communications Council
Post Office Box 364, Rosedale Road
Princeton, New Jersey 08540

Johns Hopkins University
Baltimore, Maryland 21218

Law Students Civil Rights Research Council
52 Fairlie Street, Room 350
Atlanta, Georgia 30303

Lawyers' Committee for Civil Rights Under Law
733 Fifteenth Street, N.W.
Washington, D. C. 20005

League of Women Voters Education Fund
1730 M Street, N.W.
Washington, D. C. 20036

Learning to Learn School
Post Office Box 5505
Jacksonville, Florida 32207

Lehigh University
Bethlehem, Pennsylvania 18015

Martha Stuart Communications
66 Bank Street
New York, New York 10014

Maryland, University of
College Park, Maryland 20742

Massachusetts Advocacy Center
2 Park Square
Boston, Massachusetts 02116

Medical and Health Research Association of New York City
40 Worth Street
New York, New York 10013

Metropolitan Applied Research Center
701 Hamilton Hall
Columbia University
New York, New York 10027

Mexican American Legal Defense and Educational Fund
145 Ninth Street
San Francisco, California 94103

Miami, University of
Coral Gables, Florida 33124

Michigan, University of
Ann Arbor, Michigan 48104

Middle Tennessee State University
Murfreesboro, Tennessee 37130

Mississippi, University of
University, Mississippi 38677

Mount Holyoke College
South Hadley, Massachusetts 01075

NAACP Special Contribution Fund
1790 Broadway
New York, New York 10019

Nairobi College
Post Office Box 278
Palo Alto, California 94301

National Association of Bank Women Educational Foundation
111 East Wacker Drive
Chicago, Illinois 60601

National Association of Student Personnel Administrators
Portland State University
Post Office Box 751
Portland, Oregon 97207

National Coalition of ESEA Title I Parents
1010 Vermont Avenue, N.W. Suite 718
Washington, D. C. 20005

National Committee for Citizens in Education
Wilde Lake Village Green, Suite 410
Columbia, Maryland 21044

National Committee for Responsive Philanthropy
1000 Wisconsin Avenue, N.W.
Washington, D. C. 20007

National Council of La Raza
1725 Eye Street, N.W.
Suite 210
Washington, D. C. 20006

National Council of Organizations for Children and Youth
1910 K Street, N.W.
Washington, D. C. 20006

National Information Bureau
419 Park Avenue South
New York, New York 10016

National Manpower Institute
1211 Connecticut Avenue, N.W.
Washington, D. C. 20036

National Urban Coalition
1201 Connecticut Avenue, N.W.
Washington, D. C. 20036

National Urban Fellows
246 Church Street
New Haven, Connecticut 06510

Native American Rights Fund
1506 Broadway
Boulder, Colorado 80302

Navajo Tribe, Division of Education
Window Rock, Arizona 86515

New Mexico, University of
Albuquerque, New Mexico 87131

New York, City School District of Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

New York, City University of, Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301

New York Civil Liberties Union Foundation
84 Fifth Avenue
New York, New York 10011

New York, University of the State of
Albany, New York 12234

North Carolina Center for Public Policy Research
Post Office Box 10886
Raleigh, North Carolina 27605

North Carolina, University of, at Chapel Hill
Chapel Hill, North Carolina 27514

North Dakota, University of
Grand Forks, North Dakota 58201

Northern Colorado, University of
Greeley, Colorado 80631

NOW Legal Defense and Education Fund
9 West 57th Street
New York, New York 10019

Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

Organization of American Historians
112 North Bryan
Bloomington, Indiana 47401

Pittsburgh, University of
Pittsburgh, Pennsylvania 15213

Population Education, Inc.
305 Longfellow Hall
13 Appian Way
Cambridge, Massachusetts 02138

Puerto Rican Legal Defense and Education Fund
95 Madison Avenue
New York, New York 10016

Radcliffe College
Cambridge, Massachusetts 02138

Research Libraries Group
45 South Main Street
Branford, Connecticut 06405

Rockefeller University
New York, New York 10021

Seattle University
Seattle, Washington 98122

Simon's Rock
Great Barrington, Massachusetts 01230

Smithsonian Institution
Washington, D. C. 20560

Social Science Research Council
605 Third Avenue
New York, New York 10016

Southern Association of Colleges and Schools
795 Peachtree Street, N.E.
Atlanta, Georgia 30308

Southern California, University of
Los Angeles, California 90007

Southern Regional Council
75 Marietta Street, N.W.
Atlanta, Georgia 30303

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

Southwest Voter Registration Education Project
212 East Houston Street
San Antonio, Texas 78205

Stanford University
Stanford, California 94305

Syracuse Research Corporation
Merrill Lane
Syracuse, New York 13210

Teachers College, Columbia University
New York, New York 10027

Temporary State Commission on the Future of Postsecondary Education
A. E. Smith State Office Building
Albany, New York 12225

Tennessee, University of
Knoxville, Tennessee 37916

Texas Southern University
Houston, Texas 77004

Union of Independent Colleges of Art
4340 Oak Street
Kansas City, Missouri 64111

United Negro College Fund
500 East 62nd Street
New York, New York 10021

Grant recipients—United States

Voter Education Project, Inc.
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Washington Research Project
1520 New Hampshire Avenue
Washington, D. C. 20009

Washington, University of
Seattle, Washington 98195

Wellesley College
Wellesley, Massachusetts 02181

Wells College
Aurora, New York 13026

Western Service Systems
5410 West Mississippi
Lakewood, Colorado 80226

Women's Action Alliance
370 Lexington Avenue
New York, New York 10017

Yale University
New Haven, Connecticut 06520

Youth Project
1000 Wisconsin Avenue, N.W.
Washington, D. C. 20007

Grant recipients—Commonwealth

African-American Institute
833 United Nations Plaza
New York, New York 10017

American Council on Education
One DuPont Circle, N.W.
Washington, D. C. 20036

Association for Teacher Education in Africa
Department of Education
Fourah Bay College
University of Sierra Leone
Freetown, Sierra Leone

University of Botswana, Lesotho and Swaziland
Malkerns Research Station
P. O. Box 4
Malkerns, Swaziland

Build a Better Society
48 Koodoo Street
Kewtown, Athlone 7700
Cape Town, South Africa

Ghana, University of
Legon, Accra
Ghana

Ibadan, University of
Ibadan, Nigeria

Ife, University of
Ile-Ife, Nigeria

Jamaica Women's Bureau
Post Office Box 272
Kingston 6, Jamaica

Lesotho, National University of
Roma, Lesotho

Makerere University
Post Office Box 7062
Kampala, Uganda

Nairobi, University of
Post Office Box 30197
Nairobi, Kenya

Science Education Programme for Africa
Post Office Box 9169, Airport
Accra, Ghana

Sierra Leone, University of
Private Mail Bag, Tower Hill
Freetown, Sierra Leone

South Pacific, University of the
Post Office Box 1168
Suva Fiji

Teachers College, Columbia University
New York, New York 10027

United States-South Africa Leader Exchange Program, Inc.
13 Arcadia Road
Old Greenwich, Connecticut 06870

Witwatersrand, University of
Johannesburg, South Africa

World Education
1414 Sixth Avenue
New York, New York 10019

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The Carnegie philanthropies

Andrew Carnegie set out to give away $300 million. He gave away $311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares offices with Carnegie Corporation and has some common officers.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.

- The names and respective business addresses of the "foundation managers" of the Corporation are set forth in the front section of this annual report.

- No person who is a "foundation manager" with respect to the Corporation has made any contribution to the Corporation in any taxable year.

- At no time during the year did the Corporation (together with other "disqualified persons") own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.

- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 15, 1978

ALAN PIFER, President